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ABSTRACT

A study explored how adults felt their 4-H experience contributed to their selection of advanced education and/or a career and helped them with leadership skills in their occupations or community activities. To obtain data, a questionnaire was mailed to former 4-H members aged 25 to 35 in northeast Nebraska; 318 questionnaires were returned. Results indicated a significant number of 4-H members growing up in rural areas move to urban areas as adults. Benefits identified most frequently as being received from the 4-H program were learning a specific skill and having a chance to meet people. Least frequently identified were help in speaking at public meetings and help in planning toward an occupation. Those individuals who remained in 4-H over a period of years perceived more benefits. Two aspects of 4-H that former members saw as having been very important were increasing knowledge in project areas and competing with others. 4-H programs, activities, leaders, and agents were felt to influence members' choice of potential career, institution of higher education, areas of study for advanced education, first occupation, and subsequent occupations. Over 90 percent of the respondents felt each leadership experience was helpful to some degree in preparing them for adult leadership roles. (YLB)

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4-H'S INFLUENCE ON ADVANCED TRAINING, CAREERS AND LEADERSHIP ROLES IN ADULTHOOD

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4-H'S INFLUENCE ON ADVANCED TRAINING, CAREERS, AND LEADERSHIP ROLES IN ADULTHOOD

Chapter 1

This study related to two of the major 4-H program components outlined in "4-H in Century III," (Extension Committee). The two program components were: a) economics, jobs, and careers; and b) leadership, citizenship education, and community development. Today's worker faces a variety of career choices and copes with constantly changing job demands which require additional education and training. Various occupational roles and community activities require leadership ability and skill.

The purpose of this investigation was two-fold. The study explored how adults felt their 4-H experience a) contributed to their selection of advanced education and/or a career, and b) helped them with leadership skills in their occupations or community activities. A mail questionnaire was utilized to obtain data from former 4-H members between 25 and 35 years of age.

Problem

The 4-H program has been one of the primary informal education programs for rural youth since the beginning of the 20th century. Within the past 10 to 15 years, the 4-H program has expanded to include urban youth. At the present time, approximately 60,000 Nebraska youth between the ages of nine and 19 participate yearly in the 4-H program.

In relating 4-H stories, former members frequently make comments such as "4-H really helped me with leadership roles" or "4-H helped me realize many educational and career opportunities." Experiences with leadership responsibilities; community projects; demonstrations; judging contests; local, state, and national tours or activities; and public speaking activities are cited as examples that help individuals with community and occupational leadership roles.

Definitions

4-H alumni -- Individuals who were involved in the 4-H program for at least two years and were born between the years 1945 and 1956.

Training -- The experience provided or the action one goes through in obtaining new knowledge.

Career -- A profession in which one prepares for, trains for, or goes into.

Activities -- Any element of programming that offers enrichment, active participation and new experiences (camping, judging, demonstrations, tours, shows, fairs).

4-H project -- An activity which follows a guideline which provides in depth information and may continue over several years in time.

4-H programs -- Includes all phases of 4-H happenings both for members, parents and/or leaders. Could include various phases in the community.

Role in community affairs -- Describes involvement in the many programs or activities that affect the many individuals living in a group situation.

County Extension Service -- Includes all individuals serving as agents, aides, secretaries, and governing bodies that provide guidance in conducting the county extension program.

Objectives

The objectives of the study were:

1. To explore how former 4-H members felt their 4-H experience influenced their selection of a) additional training or education, and b) an occupation and/or career.

2. To evaluate how former 4-H members felt 4-H experiences helped them with leadership skills in occupations or community activities.

3. To provide Extension with an assessment of program thrusts offered over the years and evaluate if some of these thrusts would be re-emphasized.

Hypotheses and Study Questions

The objectives of the study formed the basis for the hypotheses and the study questions. For each hypotheses, the null form was assumed for statistical testing.

Hypotheses:

A significant number of 4-H members growing up in rural areas move to urban areas as adults.

There is a significant relationship between projects individuals took in 4-H and their present occupation.

There is a significant difference between the perceived benefits from 4-H membership and the number of years the individuals were 4-H members.

There is a significant difference between the number of years the individual was a 4-H member and the degree to which they felt 4-H influenced their selection of advanced education or a career.

There is a significant difference between sex and the degree to which the individuals felt 4-H influenced their selection of advanced education or a career.

There is a significant difference between the number of years the individual was a 4-H member and the degree to which they felt 4-H leadership experiences prepared them for community leadership roles.

There is a significant difference between sex and the degree to which individuals felt 4-H leadership experiences prepared them for community leadership roles.

There is a significant difference between those who took the Junior Leader project and those who did not take it and the degree to which individuals felt 4-H activities prepared them for community leadership roles.

Study questions:

Why did individuals join 4-H?

From and adult perspective, how important were selected 4-H activites as a 4-H member?

Did 4-H activities influence educational or career choices?

Did 4-H leaders influence educational or career choices?

Did Extension Agents influence educational or career choices?

Which 4-H roles are former 4-Her's involved in as adults?

Did 4-H membership influence the individual's utilization of the County Extension Service after he/she became an adult?

Literature Review

A review of the literature reveals few studies relating to how adults feel their 4-H experience contributed to their selection of an advanced education and/or a career, and how 4-H helped them with leadership skills in their occupation or community activities. Two studies identify benefits 4-H alumni felt they received from being 4-H members. In the first study, "4-H Impact on Members" (1979), community leaders who were 4-H alumni listed major benefits of 4-H membership as being (a) leadership, (b) self-confidence, (c) skills in everyday living, and (d) the ability to relate to and work with people. Also listed as benefits were (a) career selection, (b) organization skills, (c) speaking ability, (d) decision making, and (e) handling responsibility (p. 29).

In the second study, Forest and Marshall (1977) asked former 4-H members to identify the benefits they felt they received from 4-H membership. The percentages listing the major benefits were:

--Getting along with people (83%)
--Making better use of time (78%)
--Developing hobby interest (78%)
--Benefit to home and family (73%)
--Help with community role (66%)
--Occupational benefit (63%)
--Speaking in public (56%)

Aspects of 4-H which former members say as being important were:

--Learning to use projects everyday (83%)
--Being known as a 4-H'er (76%)
--Taking part in community service (73%)
--Competition (71%)
--Leadership experience (66%)
--Going on 4-H trips (58%)

In the "Nebraska 4-H Youth Mission Study" (Schmidt and Rockwell, 1980), 4-H program expectations and 4-H program performance were identified. Goals for an informal educational program for youth which were classified in the high grouping were:

1. Learn to respect and get along with people with whom we work and live.
2. Develop a feeling of self-worth.
3. Understand and practice the skills of living in a family.
4. Learn how to be a good citizen.
5. Learn how to be a good manager of money, property and resources.
6. Develop a sense of value and goals (p. 17).

Goals which program users felt the 4-H program accomplished to the greatest degree were:

1. Develop a set of working skills related to Agriculture and Home Economics.
2. Develop leadership skills in group organization.
3. Develop a feeling of self-worth.
4. Learn to respect and get along with people with whom we work and live.
5. Develop a desire for learning now and in the future.
6. Develop ability to communicate ideas and feelings effectively (p. 23).

Various articles provide testimony from adults about how they felt 4-H helped them start their career. In "Teens Speak Out" (1973), Shafer describes how a 4-H activity provided the opportunity through which she chose her career (p. 8). Sarkett (1977) interviews a nationally recognized spokesman for the beef industry in which he recalls his experiences in 4-H and describes what they mean to him as an adult (pgs. 16-20). "4-H'ers and Alumni (1979) is a series of short articles about 15 adults who identify how 4-H contributed to their career selection (pgs. 22-25, 35, 38). Boardman (1968) describes a 4-H experience for two brothers which provided the background for a successful commercial venture in adulthood (pgs. 8-9). Pierce (1981) describes how 4-H gave her the incentive to get involved in activities which led to a career (p. 46).

Career education as a 4-H activity started to receive attention within the past 20 to 25 years. Russell and Blume (1960) provided background for the need of expanding career exploration into a 4-H project or activity (p. 52, 54). Tyler (1961) states an educational advantage is the fact that 4-H clubs can provide a wider opportunity for career exploration that is normally possible within the home and school (p. 117, 127).

Over the past several years, the Nebraska 4-H Department has emphasized teaching 4-H leaders how they can help young people understand and build their individual capabilities by providing opportunity for life skill development. These life skills are defined as a) the ability to communicate, b) the ability to respond and relate, c) an inquiring mind, d) problem solving, and e) seeking creative solutions (Note 1).

National 4-H goals for the third century focus on career exploration and leadership development. Recommendation 18 from "4-H in Century III" states "Skills development and career exploration opportunites should be expanded, using all available community resources" (p. 9). Recommendation 25 states "Citizenship and leadership development ... should be given high priority . . . more opportunities should be provided for youth to commit themselves to solving the real and significant problems of their communities" (p. 11).

"Perspectives for tomorrow -- today" identifies state goals. One goal is "Over the next five years, Nebraska 4-H will . . . provide specific leadership development experiences in leadership skills for teens" and another goal states "Career guidance . . . will be stressed in all curriculum areas."

Methods

Population Sample

A stratified random sample was drawn from a 13 county area in Northeast Nebraska. The counties included Antelope, Boyd, Cedar, Cuming, Dakota, Dixon, Holt, Knox, Madison, Pierce, Stanton, Thurston, and Wayne. Based on 1978 4-H enrollment, the counties were divided into small, medium and large categories (see Table 1). Two counties were randomly selected from each category.

Table 1

Selection of Counties for Study

1978 county 4-H enrollment	Total number of counties	Number of counties in sample
Small - 100 to 299 youth	3	2
Medium - 300 to 499 youth	5	2
Large - above 500 youth	5	2

The population for the study was 4-H alumni born between 1944 and 1954. Names were identified from history cards on yearly lists which were maintained in each of the selected counties. Individuals were ineligible for the study if they were enrolled for only one year, enrolled as a television member, or enrolled as a special interest member.

The total number eligible for the study were identified and 10 percent in each county were randomly selected for the sample. County staff located current names and addresses. If an address was unable to be located after two resources were checked, an alternate name was randomly selected.

Questionnaire

Utilizing the objectives and study questions, a mail questionnaire (see Appendix A) was designed and pretested with 4-H alumni from neighboring counties. Respondents were asked to provide information about 4-H membership, education and occupation, the influence of 4-H on adult roles, individual characteristics, and adult interest in the Cooperative Extension Service.

Data Collection and Analysis

A cover letter (see Appendix B), questionnaire, and return postage-paid envelope were mailed in the fall of 1980. Those not returning the questionnaire were contacted a second time. The follow-up mailing included another cover letter, questionnaire, and return envelope.

The questionnaires were checked for completeness, accuracy and usability of data. The occupational classifications for the 1970 Bureau of the Census (U.S. Dept. of Commerce) were utilized to code three questions related to occupation. The overall classifications were:

Professional, technical and kindred workers
Farmers and farm managers
Managers, officials, and proprietors, except farm
Clerical and kindred workers
Salesworkers
Craftsmen, foremen, and kindred workers
Private household workers (including homemakers)
Service workers, except private household
Farm laborers and foremen
Laborers, except farm

The Statistical Analysis System (SAS) was utilized for computer analysis. Frequency and distribution results were run on all variables. Chi-square, with the .05 level of significance was utilized to compare selected variables with a) the number of years the individuals were 4-H members, b) sex, c) current living location, d) present occupations, and e) participation in the Junior Leader project.

No responses. Each item which dealt with the influence of 4-H (Part III of Questionnaire -- see Appendix A) was checked to see if the no responses differed according to sex or length of membership. Chi-square at the .05 level of significance was utilized. There was not a significant difference between the no responders and those who answered each item when compared with sex.

There was a significant difference between the no responders and the responders for 10 items when each item was compared with length of 4-H membership. The items significantly different include:

Question	L. b.	Committee member
	L. d.	Camp Counselor
Question	M. b.	Demonstration of illustrated talk
	M. c.	Judging
Question	N. a.	Conducting a business meeting
	N. b.	Speaking before groups
	N. h.	Making better use of your time
Question	O. c.	Choice of area of study in an institution of higher education
Question	O. a.	Choice of potential career

In each case, the no responders tended to be those who were 4-H members fewer years (generally 2 or 3 years). It is assumed the no responders who were members fewer years would have answered similiar to others in the corresponding length of membership category. All significant findings involving these variables were checked. In each case, the probability of finding the difference would have increased and the probability of a Type I error[a] would have decreased. However, for other comparisons involving these variables, the probability of a Type II error[b] increased.

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[a] Type I error - the risk of finding a difference when there really is not a difference.

[b] Type II error - failure to find a difference when, in fact, there is a difference.

Chapter 2

RESULTS

Questionnaires were mailed to 499 individuals in six northeast Nebraska counties with 11 being returned because the individual's address was unknown. Of the remaining 488 questionnaires, 318 were returned completed for a 65.2% response. Table 2 summarizes the number of questionnaires mailed and returned in each county.

Table 2

Questionnaires Mailed and Returned

County	Number mailed		Number returned	% returned
Small sized category				
Boyd	43		27	
Stanton	52		30	
	95		57	60.0
Medium sized category				
Antelope	62		48	
Cedar	114		79	
	176		127	72.2
Large sized category				
Holt	141		82	
Madison	87		52	
	228*	(217)	134	61.8
	499*	(488)	318	65.2

*Eleven did not receive the questionnaire because their address was unknown. Percentage of return is figured on those who received the questionnaire.

Characteristics of Respondents

4-H alumni born between 1944 and 1954 were identified for the study from history cards in each of the selected county offices. Therefore, the age of the respondents ranged from 25 to 36 years. Table 3 provides a breakdown of the age of the respondents.

Table 3

Age of Respondents

Age	N	%
36 years	27	8.5
35 years	16	5.1
34 years	18	5.7
33 years	30	9.5
32 years	22	7.0
31 years	27	8.5
30 years	28	8.9
29 years	28	8.9
28 years	26	8.2
27 years	33	10.4
26 years	26	8.2
25 years	35	11.0
TOTAL	316	99.9

Table 4 indicates twice as many females in the sample as males. This proportion is consistent with 4-H enrollment numbers.

Table 4

Sex of Respondents

Sex	N	%
Male	106	33.5
Female	210	66.5
TOTAL	316	100.0

Individuals were in eligible for the study if they were enrolled as 4-H members for only one year, as a television member, or as a special interest member. Table 5 indicates the number of years participants were enrolled in 4-H.

Table 5

Number of Years Belonged to 4-H

Number of years	N	%
2-3 years	91	28.9
4-5 years	89	28.3
6-7 years	50	15.9
8-9 years	51	16.2
10-11 years	34	10.8
TOTAL	315	100.0

Changes in Living Location

Hypothesis: A significant number of 4-H members growing up in rural areas move to urban areas as adults.

Three-fourths of the individuals lived on a farm or ranch during their 4-H membership years and only one-fourth have continued to live on a farm or ranch as adults. It is illustrated in Table 6 that a significant number of 4-H members growing up in rural areas move to more urban areas as adults.

Table 6

Comparison Between Place of Residence as a 4-H Member and as an Adult

Location	% living at location: 4-H membership years	% living at location: As an adult	Chi-square	df	Probability
On a farm or ranch	76.3	25.0			
Acreage in the country, but not a farm	0.9	7.6			
Town of less than 2,500 population	11.4	16.1			
Town or city with 2,500 to 10,000 population	11.4	12.3			
City with 10,000 to 50,000 population	0.0	16.8			
City with more than 50,000 population	0.0	22.2	33.342	20	0.0309*

* $p < .05$

4-H Membership

Hypothesis: There is a significant difference between the perceived benefits from 4-H membership and the number of years the individuals were 4-H members.

Additional study questions: Why did individuals join 4-H? From an adult perspective, how important were selected 4-H activities as a 4-H member?

Perceived Benefits

Respondents were provided with a list from which they checked any number of benefits they felt they received from 4-H. The most frequently mentioned benefits were a) it helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc., and b) it gave me a chance to meet people. The benefits mentioned least frequently were a) it helped me speak at public meetings, and b) it helped me plan toward my occupation (see Table 7).

Table 7

Benefits Received from 4-H

(n = 315)

Benefit	%*
It helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc.	78.7
It gave me a chance to meet people	77.5
It taught me responsibility	67.9
It gave me self-confidence	55.6
It helped me learn about record keeping	42.9
It helped me become a better citizen	27.9
It helped me in raising a family	26.7
It helped me make better use of time	25.4
It helped me to plan toward my occupation	18.1
It helped me speak at public meetings	17.8
Other *	1.9

* Other benefits listed include:

4-H gave me a sense of "belonging."
Helped me "discover" America by going to state fair, workshops, etc.
Value pride in work; experience in competition.
Gave me a forum for displaying my creativity.
It helped when I decided to do sewing in my home to help earn extra money.

The benefits felt they received from 4-H and the number of years they were 4-H members were compared utilizing chi-square. The comparisons yielded significant results for all benefits except *It helped me in raising a family* (Table 8). The data was examined to identify who was responding more frequently according to number of years of 4-H membership. The results are summarized below for each benefit.

1. *It taught me responsibility.* 4-H'ers most likely to feel this was a benefit were members six or more years. Those least likely to indicate a positive response were members two to three years.
2. *It gave me self-confidence.* Eight to eleven year members were most likely to respond positively. The two to three year members were least likely to indicate a positive response.
3. *It gave me a chance to meet and work with people.* Although about three-fourths felt this was a benefit they received from 4-H membership, those in the eight to eleven year brackets responded the most frequently.
4. *It helped me learn a specific skill such as sewing, cooking, feeding livestock, etc.* Although about three-fourths felt this was a benefit they received from 4-H membership, those in the eight to eleven year brackets responded the most frequently.
5. *It helped me learn about record keeping.* Those who were members four years or more tended to check this response more readily than those who were members only two or three years.
6. *It helped me make better use of my time.* Those most likely to check this response were members eight or nine years. Those least likely to check the response were members from two to seven years.

7. *It helped me plan toward my occupation.* Those who were members eight to eleven years were tended to check the response the least.
8. *It helped me speak at public meetings.* Those is 4-H six or more years appear to check this response more frequently than those who were members less than five years.
9. *It helped me become a better citizen.* Those who were 4-H members eight to eleven years were those most likely to check this response. The two to three year members were those least likely to check the response.

Table 8

Benefits Received from 4-H Compared with Years of 4-H Membership
(2-3 years; 4-5 years; 6-7 years; 8-9 years; 10-11 years)

Benefit compared with years of 4-H membership	Chi square	df	Probability
1. It taught me responsibility	37.992	4	.0001*
2. It gave me self-confidence	17.082	4	.0019*
3. It gave me a chance to meet and work with people	19.228	4	.0007*
4. It helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc.	14.282	4	.0064*
5. It helped me learn about record keeping	12.509	4	.0139*
6. It helped me make better use of time	11.698	4	.0197*
7. It helped me plan toward my occupation	19.003	4	.0008*
8. It helped me speak at public meetings	13.030	4	.0111*
9. It helped me become a better citizen	17.703	4	.0014*
10. It helped me in raising a family	4.652	4	.3249

*Significant at .05 level.

Reasons for Joining 4-H

In addition to identifying the benefits they received from 4-H membership, respondents were asked to select the main reason they joined 4-H. The percentage responding to each reason were:

Friends were members (30%)
Interested in 4-H projects (21%)
I wanted to join (17%)
My brother(s) and/or sister(s) were members (16%)
Parents were 4-H members and they wanted me to join (6%)
My 4-H leader asked me to join (4%)
Interested in 4-H meetings, camps, parties, etc. (4%)
My county extension agent or home agent asked me to join (1%)
I participated in a school activity and became interested (1%)
Heard about it on the radio or read about it in the newspaper (0%)

Degree of Importance of Selected Aspects of 4-H

Respondents were asked to look back as an adult and rank how important (ranging from extremely important to not important on a 5-point scale) certain aspects of 4-H were to them (see Table 9) when they were a 4-H member. Over 82% of the individuals indicated each of the selected aspects were of some degree of importance. Two aspects identified by 40% or more as being extremely or very important were (a) increasing knowledge in project areas (48.9%) and (b) competing with others (40.1%).

Table 9

Selected Aspects of 4-H -- Degree of Importance
During 4-H Membership Years

Aspect of 4-H	Very important		Some importance		No importance		Total	
	N	%	N	%	N	%	N	%
Being known as a 4-Her	70	23.3	202	67.1	29	9.6	301	100.0
Taking part in a community service	69	24.2	183	64.2	33	11.6	285	100.0
Competing with others	121	40.1	158	52.3	23	7.6	302	100.0
Increasing knowledge in project areas	149	48.9	147	48.2	9	3.0	305	100.1
Serving as a leader in some way	73	29.7	134	54.5	39	15.9	246	100.1
Going on trips	58	25.8	127	56.4	40	17.8	225	100.0

4-H Influence on the Choice of Advanced Education and Occupation

Hypothesis: There is a significant relationship between projects individuals took in 4-H and their present occupation.

There is a significant difference between the number of years the individuals were 4-H members and the degree to which they felt 4-H influenced their selection of advanced education or a career.

There is a significant difference between sex and the degree to which the individuals felt 4-H influenced their selection of advanced education or a career.

Additional study questions:

Did 4-H activities influence educational or career choices?

Did 4-H leaders influence education or career choices?

Did County Extension Agents influence education or career choices?

Demographic Information

In Table 10, it illustrates that 80% have some additional education beyond the high school diploma.

Table 10

Highest Grade Completed in School

Grade	N	%
Eighth grade or less	0	0.0
Some high school	7	2.2
High school graduate	54	17.1
Some college (includes technology school)	117	37.1
College graduate	102	32.4
Post graduate work	35	11.1
TOTAL	315	99.9

The types of institutions of higher education which individuals first entered are identified in Table 11. The highest percentage went to a a) four-year state college, b) trade school, c) technical-community college, or d) public university.

Table 11

First Institution of Higher Education Attended

Institution	N	%
Bible College	3	1.2
Trade school or college (such as barber, beauty, or business	52	20.5
Two-year independent (or private) college	14	5.5
Technical-community college	46	18.1
Four-year independent (or private) college	23	9.1
Four-year state college	59	23.2
Private university	9	3.5
Public university	42	16.5
Other*	3	1.2
College graduate not giving a response	3	1.2
Total	254	100.0

* Other responses include: U.S. Air Force Academy (2)
Two years - U.S. Army

According to Table 12, the five educational areas which 67% of the individuals first entered when they enrolled in an institution of higher education were:

1. Business and management (26.5%)
2. Health professions (15.4%)
3. Education (10.3%)
4. Agriculture and natural resources (8.7%)
5. Home Economics (6.3%)

Table 12

Educational Area First Entered

Educational area*	N	%
Agriculture and Natural Resources	22	8.7
Architecture/Environmental Design	0	0.0
Biological Sciences	11	4.3
Business and Management	67	26.5
Communications	5	2.0
Computer and Information Sciences	3	1.2
Education	26	10.3
Engineering	11	4.3
Fine and Applied Arts	4	1.6
Foreign Languages	2	0.8
Health Professions	39	15.4
Home Economics	16	6.3
Law	0	0.0
Library Sciences	0	0.0
Mathematics	2	0.8
Military Sciences	1	0.4
Physical Sciences	1	0.4
Psychology	5	2.0
Public Affairs and Services	2	0.8
Social Sciences	7	2.8
Theology	6	2.4
Mechanical and Engineering Technologies	9	3.6
Business and Commercial technology	11	4.3
Other	3	1.2
Total	253	100.1

* Educational areas identified from the HEGIS Taxonomy in Huff and Chandler, The Taxonomy of Instructional Programs in Higher Education, Section 1: "Conventional Academic Subdivisions of Knowledge and Training" and Section 2: "Technological and Occupational Disciplines Leading to Associate Degrees and Other Awards below the Baccalaureate."

Table 13 illustrates that approximately a third of the individuals are currently in professional or technical occupations, about a fourth consider homemaker to be their current occupation, and 14% are farmers and farm managers.

Table 13

Occupation

Occupational classification	Present occupation[a]		First permanent occupation after high school or college[b]		Other significant occupations[c]	
	N	%	N	%	N	%
Professional, technical, and kindred workers	103	32.7	110	35.9	14	12.3
Farmers and farm managers	43	13.7	26	8.5	3	2.6
Managers, officials, and proprietors, except farm	21	6.7	13	4.2	8	7.0
Clerical and kindred workers	29	9.2	62	20.3	35	30.7
Sales workers	8	2.5	15	4.9	9	7.9
Craftsmen, foremen, and kindred workers	16	5.1	17	5.6	13	11.4
Operatives and kindred workers	7	2.2	10	3.3	8	7.0
Private household workers (includes homemakers)	76	24.1	11	3.6	9	7.9
Service workers, except private household	12	3.8	26	8.5	15	13.2
Farm laborers and foremen	0	0.0	11	3.6	0	0.0
Laborers, except farm	0	0.0	5	1.6	0	0.0
TOTAL	315	100.0	306	100.0	114	100.0

[a]For a breakdown of occupations in each category, see Table 38 in Appendix C.

[b]For a breakdown of occupations in each category, see Table 39 in Appendix C.

[c]For a breakdown of occupations in each category, see Table 40 in Appendix C.

Selected 4-H Projects Compared with Present Occupation

Twenty-seven 4-H projects were listed from which respondents identified all the projects they took as 4-H members. The projects were analyzed to find out if those taking the project differed according to sex. It is shown in Table 14 that a significantly higher number of females took projects in:

Clothing
Foods
Home Environment
Health
Child Care
Junior Leader
Safety
Photography

A significantly higher number of males took projects in:

Beef
Dairy
Woodworking
Electricity
Swine
Tractor
Horse
Range management
Crop production
Sheep
Wildlife conservation
Poultry
Weeds

Table 14

Projects Carried as a 4-H Member

Project	% taking project: males (n=106)	% taking project: females (n=208)	Chi-square	df	Probability
Clothing	0.9	92.8	250.858	1	0.0001*
Foods	9.4	91.4	203.733	1	0.0001*
Home environment	1.9	35.6	43.442	1	0.0001*
Health	12.3	26.9	8.800	1	0.0030*
Child care	0.0	26.4	33.981	1	0.0001*
Junior Leader	11.3	21.2	4.633	1	0.0314*
Safety	7.6	20.2	8.386	1	0.0038*
Photography	1.9	13.9	11.469	1	0.0007*
Beef	65.1	18.8	66.835	1	0.0001*
Dairy	27.4	10.6	14.536	1	0.0001*
Woodworking	25.5	1.4	46.919	1	0.0001*
Electricity	17.0	0.0	37.469	1	0.0001*
Swine	16.0	1.9	22.416	1	0.0001*
Tractor	16.0	0.0	35.268	1	0.0001*
Horse	13.2	5.8	5.115	1	0.0237*
Range management	13.2	0.0	28.754	1	0.0001*
Crop production	10.4	0.0	22.369	1	0.0001*
Sheep	9.4	1.9	9.299	1	0.0023*
Wildlife conservation	8.5	2.9	4.851	1	0.0276*
Poultry	6.6	1.4	6.067	1	0.0138*
Weeds	6.6	0.5	10.603	1	0.0011*
Horticulture (gardening)	13.2	14.9	0.165	1	0.6850
Entomology	5.7	2.9	1.472	1	0.2250
Community awareness	5.7	2.9	1.472	1	0.2250
Veterinary science	4.7	1.4	3.033	1	0.0816
Small engines	1.9	0.0			
Bicycle	0.0	0.5			

* $p < .05$

Two occupations were identified to compare with selected projects to test any differences between the projects taken in 4-H and the individual's present occupation. The questions asked were if a) those in the health occupations were more likely to have taken the health and safety projects, and b) farmers and farm managers were more likely to have taken the agricultural projects.

No comparisons were made between the homemaking occupation and clothing, foods, home environment, and child care projects. It was assumed the homemaking role is either a primary or secondary role for almost all women.

Health occupations. Individuals listing their current occupation in the medical field were more likely to have taken the health project in 4-H than individuals in other occupations as illustrated in Table 15.

Table 15

Health and Safety Projects Compared with Present Occupations in the Medical Field

Project	% taking project: those in medical occupation	% taking project: those in all other occupations	Chi-square	df	Probability
Health	40.0	20.0	6.347	1	0.0118*
Safety	20.0	15.4	0.423	1	0.5155

*$p < .05$

Farmer or farm manager. Out of the 106 males, 41 (38.7%) listed their current occupation as farmer or farm manager. The comparison between the occupation of farmer or farm manager and agricultural 4-H projects included only males because a statistically higher number of males took agricultural projects (see Table 14, p. 27); and there were only two females who listed farming as their present occupation.

There was a significant difference between two 4-H projects, beef and crop production, when compared with the present occupation of farmer or farm manager as illustrated in Table 16. In each case, it appears those in the farming occupations were more likely to have taken the 4-H project than those in other occupations.

Table 16

Agricultural Projects Compared with Present Occupation of Farmer or Farm Manager n=106[a]

Project	% taking project		Chi-square	df	Probability
	Those in farming occupations	Those in other occupations			
Beef	82.9	53.9	9.358	1	0.0022*
Dairy	19.5	32.3	2.071	1	0.1501
Swine	19.5	13.9	0.599	1	0.4388
Sheep	9.8	9.23	0.008	1	0.9282
Horse	12.2	13.9	0.060	1	0.8068
Poultry	12.2	3.08	3.389	1	0.0656
Tractor	22.0	12.3	1.736	1	0.1876
Range management	19.5	9.2	2.318	1	0.1278
Crop production	19.5	4.6	5.999	1	0.0143*
Weeds	7.3	6.2	0.055	1	0.8143
Wildlife conservation	2.4	12.31	3.151	1	0.0759

[a]The comparison included males only since they were more likely to have taken the project (Table 14, p. 27).

*$p < .05$

Influence of 4-H activities on educational or career choices

Respondents were asked how they felt 4-H activities influenced their educational or career choices. In addition, those who attended either the State 4-H Conference or the 4-H Citizenship Short Course indicated if these two specific activities influenced their educational or career choices.

About half indicated 4-H activities were influential in their choice of a potential career (52%) or their choice of an area of study in an institution of higher education (44%) as illustrated in Table 17. About a third said 4-H activities were influential in their choice of an institution of higher education (31.8%). Forty percent said that 4-H activities influenced their choice of their first occupation.

Table 17

Degree to Which 4-H Activities Influenced Educational or Career Choices

Educational or career choice	Very influential		Some influence		No influence		Total	
	N	%	N	%	N	%	N	%
Choice of potential career	30	13.2	88	38.8	109	48.0	227	100.0
Choice of an institution of higher education	13	6.6	50	25.2	135	68.2	198	100.0
Choice of an area of study in an institution of higher education	23	11.5	65	32.5	112	56.0	200	100.0
Choice of first occupation	20	9.3	67	31.0	129	59.7	216	100.0
Choice of subsequent occupations	14	7.1	67	34.2	115	58.7	196	100.0

Out of the 318 respondents, 22 (6.9%) attended the State 4-H Conference. Over three-fourths said the conference was influential in their choice of a potential career (77.3%) or their choice of an area of study in an institution of higher education (77.3%). Fifty-nine percent felt it was influential in their choice of an institution of higher education as shown in Table 18. Half indicated the conference was influential in their choice of their first occupation while 90% said it was influential in their choice of subsequent occupations.

Table 18

Degree to Which State 4-H Conference Influenced Educational or Career Choices

Educational or career choice	Very influential N	%	Some influence N	%	No influence N	%	Total N	%
Choice of potential career	4	18.2	13	59.1	5	22.7	22	100.0
Choice of an institution of higher education	6	27.3	7	31.8	9	40.9	22	100.0
Choice of an area of study in an institution of higher education	5	22.7	12	54.5	5	22.7	22	99.9
Choice of first occupation	3	13.6	8	36.4	11	50.0	22	100.0
Choice of subsequent occupations	4	18.2	16	72.7	2	9.1	22	100.0

Out of the 318 respondents, eight (2.5%) attended the 4-H Citizenship Short Course in Washington, D.C. The majority (between 62.5% and 75%) felt the Citizenship Short Course did not influence their educational or career choices as illustrated in Table 19.

Table 19

Degree to Which 4-H Citizenship Short Course Influenced Educational or Career Choices

Educational or career choice	Very influential		Some influence		No influence		Total	
	N	%	N	%	N	%	N	%
Choice of potential career	0	0.0	3	37.5	5	62.5	8	100.0
Choice of an institution of higher education	0	0.0	2	25.0	6	75.0	8	100.0
Choice of an area of study in an institution of higher education	0	0.0	2	25.0	6	75.0	8	100.0
Choice of first occupation	0	0.0	3	37.5	5	62.5	8	100.0
Choice of subsequent occupations	1	12.5	2	25.0	5	62.5	8	100.0

The influence of 4-H activities on the selection of advanced education or career compared with length of 4-H membership. There was a significant difference between the length of time individuals were 4-H members and whether or not they felt 4-H activities influenced their choice of an area of study in an institution of higher education as shown in Table 20. In reviewing the data, it appears the longer they were 4-H members, the more likely they were to say that 4-H activities influenced their choice of an area of study.

Table 20

The Influence of 4-H Activities on the Selection of Advanced Education or Career Compared with Length of 4-H Membership (2-3 years, 4-5 years, 6-7 years, 8-9 years, 10-11 years)

Educational or career choice	Chi-square	df	Probability
Choice of potential career	12.774	12	0.3856
Choice of an institution of higher education	14.116	12	0.2934
Choice of area of study in an institution of higher education	25.362	12	0.0132*
Choice of first occupation	14.676	12	0.2597
Choice of subsequent occupations	20.431	12	0.0594

* $p < .05$

The influence 4-H activities on the selection of advanced education or career compared with sex. Respondents were asked to rank the degree of influence (ranging from no influence to very influential on a 5-point scale) 4-H activities had on their educational or career choices. In Table 21, it illustrates there was a significant difference between males and females on the degree of influence 4-H activities had on (a) choice of potential career, (b) choice of area of study in an institution of higher education, (c) choice of first occupation, and (d) choice of subsequent occupations. Review of the data indicated in each educational or career choices, males tended to say 4-H activities were more influential than did females.

Table 21

The Influence of 4-H Activities on the Selection of Advanced Education or Career Compared with Sex

Educational or career choice	Chi-square	df	Probability
Choice of potential career	15.858	3	0.0012*
Choice of an institution of higher education	3.866	3	0.2762
Choice of area of study in an institution of higher education	12.958	3	0.0047*
Choice of first occupation	10.505	3	0.0147*
Choice of subsequent occupations	11.321	3	0.0101*

* $p < .05$

Four-H Leaders Influence on Educational or Career Choices

Respondents were asked the question, "To what degree did your 4-H leader influence your educational or career choices?" In Table 22, the number of individuals who felt their 4-H leader influenced their educational or career choice to some degree ranged from 19.3% for "choice of an area of study in an institution of higher education," to 31.5% for "choice of potential career."

Table 22

Degree to Which 4-H Leader Influenced

Educational or Career Choices

Educational or career choice	Very influential		Some influence		No influence		Total	
	N	%	N	%	N	%	N	%
Choice of potential career	7	3.6	53	26.9	137	69.5	197	100.0
Choice of an institution of higher education	5	2.7	31	16.6	151	80.7	187	100.0
Choice of an area of study in an institution of higher education	6	3.1	43	23.6	191	73.3	191	100.0
Choice of first occupation	7	3.6	34	17.3	156	79.2	197	100.1
Choice of subsequent occupations	4	2.2	33	18.4	142	79.3	179	99.9

Extension Agent's Influence on Educational or Career Choices

Slightly over half the 318 respondents felt they could apply the question, "To what degree did your extension agent influence your educational or career choices (education beyond high school)?" to their situation. Table 23 indicates the number of individuals who felt the agent influenced their educational or career choice to some degree ranged from 19.6% for the response, "choice of potential career" to 13.1% for the response, "choice of subsequent occupations."

Table 23

Degree to Which Extension Agent Influenced

Educational or Career Choice

Educational or career choice	Very influential		Some influence		No influence		Total	
	N	%	N	%	N	%	N	%
Choice of potential career	4	2.2	32	17.4	148	80.4	184	100.0
Choice of an institution of higher education	1	.6	25	14.0	153	85.5	179	100.1
Choice of an area of study in an institution of higher education	4	2.2	27	15.1	148	82.7	179	100.0
Choice of first occupation	2	1.1	25	13.7	155	85.2	182	100.0
Choice of subsequent occupations	2	1.2	20	11.9	146	86.9	168	100.0

The Influence of 4-H on Community Leadership Roles in Adulthood

Hypothesis: There is a significant difference between the number of years the individual was a 4-H member and the degree to which they felt 4-H leadership experiences prepared them for community leadership roles.

There is a significant difference between sex and the degree to which individuals felt 4-H leadership experiences prepared them for community leadership roles.

There is a significant difference between those who took the Junior Leader project and those who did not take it and the degree to which individuals felt 4-H activities prepared them for community leadership roles.

Leadership Experiences

Respondents were asked how helpful their leadership experiences were in preparing them for community and occupational roles in adulthood. They ranked the degree of helpfulness according to a four-point scale ranging from not helpful to extremely helpful.

Over 90% of the respondents felt each of the leadership experiences were helpful to some degree in preparing them for adult leadership roles as shown in Table 24. More than half felt it had been very or extremely helpful to participate in the Junior Leader Project (53.5%), be a project or club leader (55.4%), or be a camp counselor (58.3%).

Table 24

Degree to Which 4-H Leadership Experiences Helped Prepare for Community and Occupational Roles

Leadership experiences	Extremely helpful		Very helpful		Helpful		Not helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Club officer	27	13.0	54	26.0	117	56.3	10	4.8	208	100.1
Committee member	12	6.2	66	34.2	107	55.4	8	4.1	193	99.9
Junior Leader	16	19.0	29	34.5	37	44.0	2	2.4	84	99.9
Project or club leader	13	14.1	38	41.3	33	35.9	8	8.7	92	100.0
Camp Counselor	6	25.0	8	33.3	8	33.3	2	8.3	24	99.9

The Helpfulness of 4-H Leadership Experiences with Adult Roles Compared with Length of 4-H Membership. There was a significant difference between the length of time individuals were 4-H members and whether or not they felt their 4-H leadership experience of club officer was helpful in preparing them for community roles in adulthood (Table 25). In reviewing the data, it appears the longer they were 4-H members, the more likely they were to say that being a club officer was very or extremely helpful.

Table 25

Comparison of the Helpfulness of 4-H Leadership Experiences with Adult Roles and Length of 4-H Membership (2-3 years, 4-5 years, 6-7 years, 8-9 years, 10-11 years)

Leadership experience	Chi-square	df	Probability
Club officer	27.824	8	0.0005*
Committee member	13.982	8	0.0822
Junior Leader	14.693	8	0.0654
Project or club leader	12.366	8	0.1356
Camp counselor	9.464	8	0.3047

*$p < .05$

Comparison of leadership experiences with sex of members. There was a significant difference between the responses of the sexes in regard to the leadership role of being a club officer (Table 26). Reviewing the data indicated the males tended to say being a club officer was very or extremely helpful for preparing them for community and occupational roles in adulthood while females felt the role was only helpful.

Table 26

Comparison of the Helpfulness of 4-H Leadership Experiences with Adult Roles and Sex of Members

Leadership experience	Chi-square	df	Probability
Club officer	10.248	2	0.0060*
Committee member	.451	2	0.7982
Junior Leader	2.711	2	0.2578
Project or club leader	2.067	2	0.3557
Camp counselor	0.762	2	0.6832

*$p < .05$

4-H Activities

Respondents were asked how helpful selected 4-H activities were in preparing them for community and occupational roles in adulthood. They ranked the degree of helpfulness according to a four-point scale ranging from not helpful to extremely helpful.

Over 90% of the respondents ranked public speaking, demonstration or illustrated talk, judging, district or county camps, and club tours as helpful to some degree in preparing them for adult leadership roles (Table 27). About 85% felt club week, leadership and environment or conservation camp, and special career day programs were helpful.

Approximately half the respondents felt demonstration or illustrated talk (45.5%), judging (49.5%), and leadership and environment conservation camp (52.6%) were extremely or very helpful in preparing them for adult leadership roles. About a third felt public speaking (33.0%), district or county camps (31.5%), club week (35.3%), club tours (34.3%), and special career day programs (37.3%) were extremely or very helpful.

Table 27

Degree to Which 4-H Helped Prepare for Community and Occupational Roles

4-H activity	Extremely helpful		Very helpful		Helpful		Not helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Public speaking	18	13.5	26	19.5	81	60.9	8	6.9	133	99.9
Demonstration or illustrated talks	18	10.8	58	34.7	77	46.1	14	8.4	167	100.0
Judging	25	12.5	74	37.0	87	43.5	14	7.0	200	100.0
District or county camps	7	6.5	27	25.0	64	59.3	10	9.3	108	100.1
Club week	8	15.7	10	19.6	26	51.0	7	13.7	51	100.0
Leadership and environment conservation camp	4	10.5	16	42.1	13	34.2	5	13.2	38	100.0
Club tours	6	5.6	31	28.7	62	57.4	9	8.3	108	100.0
Special career day programs	5	9.8	14	27.5	24	47.1	8	15.7	51	100.1

Comparison of 4-H activities with length of 4-H membership. There was a significant difference between the respondents feeling's about the helpfulness of public speaking and judging activities with the length of time they were members in 4-H as illustrated in Table 28. In both areas, those who were members 2-5 years tended to say they were helpful in adult roles while those who were member 6-11 years tended to rank them as very or extremely helpful in adult roles.

Table 28

Comparison Between the Helpfulness of 4-H Activities in Adult Roles and Length of Membership (2-3 years, 4-5 years, 6-7 years, 8-9 years, 10-11 years)

4-H activity	Chi-square	df	Probability
Public speaking	18.449	8	0.0181*
Demonstration or illustrated talk	13.800	8	0.0871
Judging	19.564	8	0.0121*
District or county camps	8.445	8	0.3913
Club week	9.295	8	0.3181
Leadership and environment conservation camp	13.963	8	0.0827
Club tours	3.975	8	0.8594
Special career day programs	12.751	8	0.1207

*$p < .05$

Comparison of 4-H activities with sex of respondents. There was a significant difference between the respondents feeling's about the influence of demonstration or illustrated talks and judging contests with their sex as shown in Table 29. As a group, females were more likely to say demonstration or illustrated talks were helpful to very helpful in adult roles. However, in the area of judging, the males tended to say it was very or extremely helpful in adult roles more frequently than females did.

Table 29

Comparison Between the Influence of 4-H Activities on Adult Roles and Sex of Respondents

4-H activity	Chi-square	df	Probability
Public speaking	0.212	2	0.8996
Demonstration or illustrated talk	10.418	2	0.0055*
Judging	7.119	2	0.0285*
District or county camps	0.942	2	0.6245
Club week	0.700	2	0.7047
Leadership and environment conservation camp	2.594	2	0.2733
Club tours	3.615	2	0.1641
Special career day programs	4.331	2	0.1147

*$p < .05$

Comparison of 4-H activities with the junior leader project. The influence of public speaking, demonstrations or illustrated talk, and judging was found to be significantly different for those who participated in the Junior Leader project as 4-H members (Table 30). In all three activities, those who took the Junior Leader project were more likely to say the activity was very or extremely helpful in adult roles in comparison with who did not take the project.

Table 30

Comparison Between the Influence of 4-H Activities on Adult Roles and Participation in the Junior Leader Project

4-H activity	Chi-square	df	Probability
Public speaking	23.448	2	0.0001*
Demonstration or illustrated talk	6.190	2	0.0453*
Judging	9.153	2	0.0103*
District or county camps	4.723	2	0.0943
Club week	2.617	2	0.2702
Leadership and environment conservation camp	4.410	2	0.1103
Club tours	1.004	2	0.6052
Special career day programs	2.400	2	0.3012

*$p < .05$

Roles in Adulthood

Nine community and occupational roles were identified and respondents were asked how helpful 4-H activities were in preparing them for these roles. The degree of helpfulness was ranked according to a four-point scale ranging from not helpful to extremely helpful.

For each role in Table 31, 88% or more ranked 4-H activities as being helpful to some degree in preparation for adulthood responsibilities. The

roles in which 4-H activities were extremely or very helpful in descending order according to the number of individuals responding are:

Making better use of one's time (68.3%)
Working with people (57.2%)
Conducting a business meeting (48.7%)
Teaching one's children (43.3%)
Raising a family (42.6%)
Speaking before groups (40.0%)
Setting up or starting ones first home away from home (38.9%)
Involvement in community activities (35.1%)
Using leisure time (31.1%)

Table 31

Degree to Which 4-H Activities Helped Prepare for Roles in Adulthood

Roles in adulthood	Extremely helpful		Very helpful		Helpful		Not helpful		Total	
	N	%	N	%	N	%	N	%	N	%
Conducting a business meeting	26	11.3	86	37.4	104	45.2	14	6.1	230	100.0
Speaking before groups	25	10.6	69	29.4	123	52.3	18	7.7	235	100.0
Working with people	52	17.4	119	39.8	121	40.5	7	2.3	299	100.0
Raising a family	29	14.2	58	28.4	101	49.5	16	7.8	204	99.9
Teaching one's children	21	10.6	66	33.3	99	50.0	12	6.1	198	100.0
Setting up or starting one's first home away from home (married or single)	29	11.4	70	27.5	125	49.0	31	12.2	255	100.1
Involvement in communtiy activities	13	5.4	71	29.7	134	56.1	21	8.8	239	100.0
Making better use of one's time	37	13.8	146	54.5	68	25.4	17	6.3	268	100.0
Using leisure time	17	6.7	62	24.4	144	56.7	31	12.2	254	100.0

Comparison of influence of 4-H activities on selected roles in adulthood with length of 4-H membership. There was a significant difference between how helpful 4-H activities were in preparation for six adulthood roles and the length of time individuals were 4-H members as identified in Table 32. Those who were members six or more years were more likely to say their 4-H activities were very or extremely helpful in preparing them for their adulthood roles of:

1. Conducting a business meeting
2. Speaking before groups
3. Working with people
4. Involvement in community activities

Those who were members eight or more years were more likely to say their 4-H activities were very or extremely helpful in preparing them for their adulthood roles of:

1. Teaching one's children
2. Setting up or starting one's first home away from home.

Table 32

Comparison of Degree of Helpfulness of 4-H Activities on Selected Roles in Adulthood with Length of 4-H Membership (2-3 years, 4-5 years, 6-7 years, 8-9 years, 10-11 years)

Roles in adulthood	Chi-square	df	Probability
Conducting a business meeting	24.448	8	0.0019*
Speaking before groups	23.436	8	0.0028*
Working with people	30.692	8	0.0002*
Raising a family	13.918	8	0.0839
Teaching one's children	21.100	8	0.0069*
Setting up or starting one's first home away from home	18.264	8	0.0193*
Involvement in community activities	25.473	8	0.0013*
Making better use of one's time	8.858	8	0.3544
Using leisure time	7.609	8	0.4726

*$p < .05$

Comparison of influence of 4-H activities on selected roles in adulthood with sex of respondents. There was a significant difference between how helpful 4-H activities were in preparation for two adulthood roles and the sex of the respondents as seen in Table 33. Females were more likely to say their 4-H activities were either helpful or very to extremely helpful in preparing them for their adulthood roles of (a) working with people and (b) setting up or starting one's first home away from home.

Table 33

Comparison of Degree of Helpfulness of 4-H Activities on Selected Roles in Adulthood with Sex of Respondents

Roles in adulthood	Chi-square	df	Probability
Conducting a business meeting	1.976	2	0.3724
Speaking before groups	0.297	2	0.8620
Working with people	15.677	2	0.0004*
Raising a family	5.278	2	0.0714
Teaching one's children	5.831	2	0.0542
Setting up or starting one's first home away from home	22.195	2	0.0001*
Involvement in community activities	0.456	2	0.7961
Making better use of one's time	1.514	2	0.4690
Using leisure time	5.046	2	0.0802

*$p < .05$

Comparison of influence of 4-H activities on selected roles in adulthood with participation in the Junior Leader project. The degree of helpfulness of 4-H activities on four roles in adulthood (Table 34) was compared with participation in the Junior Leader project. Those who took the Junior Leader project were more likely to say 4-H activities were very to extremely helpful in preparing them for each of the identified adulthood roles.

Table 34

Comparison of Degree of Helpfulness of 4-H Activities on Selected Roles in Adulthood with Participation in the Junior Leader Project

Roles in adulthood	Chi-square	df	Probability
Conducting a business meeting	12.322	2	0.0021*
Speaking before groups	34.702	2	0.0001*
Working with people	28.122	2	0.0001*
Involvement in community activities	17.534	2	0.0002*

*$p < .05$

Out of the 318 respondents, 8 (2.5%) attended the 4-H Citizenship Short Course in Washington, D.C. All respondents felt this 4-H activity influenced their roles in adulthood as shown in Table 35. The majority felt the short course was very influential in understanding of the Federal Government (87.5%), working with people (62.5%), and their role in voluntary community activities (62.5%).

Table 35

Degree to Which 4-H Citizenship Short Course Influenced Adult Roles

Adult Role	Very influential N	Very influential %	Some influence N	Some influence %	No influence N	No influence %	Total N	Total %
Working with people	5	62.5	3	37.5	0	0.0	8	100.0
Involvement in local government	3	37.5	5	62.5	0	0.0	8	100.0
Role in voluntary community activities	5	62.5	3	37.5	0	0.0	8	100.0
Understanding of the Federal Government	7	87.5	1	12.5	0	0.0	8	100.0

Adult Involvement with Cooperative Extension Service

Study question: Which 4-H roles are former 4-Her's involved in as adults?

Did 4-H membership influence the individual's utilization of the County Extension Service after he/she became an adult?

4-H Leadership

Eleven adult 4-H roles were identified on the questionnaire as listed in Table 36. As adults, 11% who were former 4-H members are involved as either an organizational leader (2.8%), a project leader (6.3%), or an activity leader (2.2%).

Table 36

Involvement with 4-H as an Adult

4-H role	N	%*
Organizational leader	9	2.8
Project leader	20	6.3
Activity leader	7	2.2
4-H Council member	2	0.6
Fair superintendent	3	0.9
Assist at camp	1	0.3
Recruit other leaders	2	0.6
Help new members	20	6.3
Junior Leader advisor	0	0.0
Rural urban youth advisor	0	0.0
Extension Board member	1	0.3

*Indicates percentage of total respondents (318).

The question, "If you have been or currently are involved in 4-H as an adult, was your previous 4-H experience helpful?" was answered by 74 individuals. Of these respondents, 56 (75.5%) gave a positive reply to the question.

Utilization of Cooperative Extension

Two questions were asked to assess the influence of the 4-H experience on the utilization of the services of Cooperative Extension as adults (Table 37). Over half the respondents (54.8%) felt their 4-H experience helped them make better use of their local County Extension Service; and 40.8% said they have contacted their local County Extension Office within the past year.

Table 37

Influence of 4-H Experience on Utilization of the Cooperative Extension Service

Question asked	"Yes" responses		"No" responses		Total	
	N	%	N	%	N	%
Has your experience as a 4-H member helped you make better use of your local County Extension Service	144	54.8	119	45.2	263	100.0
Have you contacted your local County Extension Office in the past year?	117	40.8	170	59.2	287	100.0

Chapter 3

DISCUSSION OF RESULTS

Changes in Living Location

As 4-H members, all of the respondents lived on a farm (76.3%) or in a town of less than 10,000 population (23.7%) because the sample was from rural Nebraska. Therefore, application of the study to urban 4-H members is limited.

Perceived Benefits of 4-H Membership

The benefits which more than half of the respondents felt they received from 4-H membership were a) it helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc., b) it gave me a chance to meet people, c) it taught me responsibility, and d) it gave me self-confidence. Less than one-fifth felt 4-H a) helped them plan toward an occupation or b) helped them speak at public meetings. In general, these findings support Recommendation 18 from "4-H in Century III" which states "Skills development and career exploration opportunities should be expanded, using all available community resources" (p. 9). The findings also support Nebraska's 4-H goal (Perspectives for Tomorrow -- Today") which says, "Career guidance ... will be stressed in all curriculum areas."

The benefit, 'it helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc.' supports the findings of the "Nebraska 4-H Mission Study" in which 4-H program users felt 4-H develops a set of working

skills related to agriculture and home economics. The benefit, 'it gave me self-confidence' also supports the mission study in which program users felt 4-H developed a feeling of self-worth.

Only 18% said '4-H helped me to plan toward my occupation.' This statement contrasts to the Forest and Marshall study in which 63% said 4-H provided an 'occupational benefit.'

Advanced Education

Eighty percent of the respondents had some type of additional education beyond the high school diploma and 16.5% indicated they entered a public university upon graduation from high school. Total figures for Nebraksa in 1980 indicated that 50% of the high school graduates entered an institution of higher education and 15% enrolled in the University of Nebraska (Papik, Note 2).

4-H Citizenship Short Course

The 4-H Citizenship Short Course is a week long trip to Washington, D.C. Participants study citizenship activities pertaining to the nation's heritage and national government. The program was in the initial stages when the respondents for this study were 4-H members. Therefore, a very limited number had the opportunity to attend. However, there were eight respondents who had the experience of attending this Washington trip and their opinions are included.

4-H Projects Compared with Present Occupation

The hypothesis stated, "There is a significant relationship between projects individuals took in 4-H and their present occupation." After reviewing the frequency distribution, the occupations dealing with farming and health

were the only logical occupations to compare with the projects taken in 4-H. Although there was a large number who listed their occupation as homemaker, it was assumed that most women considered this as either a primary or secondary role. Therefore, results of comparisons utilizing the homemaking role would be inaccurate.

Choice of Potential Career Compared with Sex

The influence of 4-H activities on the selection of advanced education or a career was compared between male and female respondents. The results indicated the males were more likely to say that 4-H activities influenced a) choice of a potential career, b) choice of an area of study, c) choice of their first occupation, and c) choice of their subsequent occupation.

The significance of the sex difference creates questions about factors contributing to this finding. Questions the study did not deal with include:

1. How are individuals defining the term career?
2. Do females see themselves as having a career choice?
3. Do females identify the role of homemaking as a career?

Comparisons with Length of 4-H Membership

In several comparisons, individuals who were 4-H members for a longer period of time indicated a greater degree of benefit from the 4-H activities or program. Youth usually join 4-H at ages 8, 9, or 10 and the opportunities in 4-H which develop leadership skills are designed for the 4-Her between 13 and 19 years of age. The average tenure for 4-H membership in Nebraska is 2.8 years. Therefore, one might question the possibility of youth receiving these same benefits if they joined 4-H in the teen years.

4-H Leaders Influence on Educational or Career Choices

Respondents were asked the question, "To what degree did your 4-H leader influence your educational or career choices?" With 4-H being a volunteer youth organization, the youth might have their own parent(s) as the leader of their club. In the results of this study, there was no distinction made between the respondents whose parents were the leaders of their 4-H club and those whose parents were not involved in the club leadership role.

Chapter 4

SUMMARY -- CONCLUSIONS, IMPLICATION AND QUESTIONS

This study explored how adults felt their 4-H experience a) contributed to their selection of advanced education and/or a career, and b) helped them with leadership skills in their occupations or community activities. Data were obtained from former 4-H members in six northeast Nebraska counties. Current ages of the respondents were between 25 and 35 years. A mail questionnaire was sent to 488 individuals with a 65.2% response.

Changes in Living Location

Conclusion

A significant number of 4-H members growing up in rural areas move to urban areas as adults.

Implications

The 4-H program can be instrumental in preparing rural youth to make the transition from a rural area to an urban area in adulthood. This supports the need for 4-H to offer career exploration opportunities for rural youth.

Questions

Should the Nebraska 4-H program have projects or programs relating to helping youth make the transition to a more urban living arrangement as an adult? If so, what kind of program(s) should be developed?

Benefits Received from 4-H

Summary and Conclusions

The benefits identified most frequently by adults as being those which they felt they received from the 4-H program were:

1. It helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc. (79%)
2. It gave me a chance to meet people. (78%)
3. It taught me responsibility. (68%)
4. It gave me self-confidence. (56%)
5. It helped me learn about record keeping. (43%)

The benefits identified least frequently by adults as being those which they felt they received from the 4-H program were:

1. It helped me become a better citizen. (28%)
2. It helped me in raising a family. (27%)
3. It helped me make better use of time. (25%)
4. It helped me to plan toward my occupation. (18%)
5. It helped me speak at public meetings. (18%)

Implications

The 4-H program should continue the activities and programs which help young people develop skills in home economics and agriculture.

The current structure of the 4-H program a) provides opportunities for young people to meet other people, b) teaches responsibility, and c) helps individuals gain self-confidence. Therefore, as the 4-H program is changed or new programs are developed, one needs to be cognizant of the activities which are contributing to these three areas.

Benefits relating to careers and citizenship were selected less frequently than other benefits. Therefore, it appears there is a need to evaluate career exploration opportunities offered in the 4-H program and identify ways to strengthen the program. In regard to citizenship, this is a general area which deserves attention across projects and activities.

Questions

How has the short course called, "Citizenship -- Washington Focus," influenced the contribution 4-H is making in the overall area of citizenship?

Length of Membership Compared with Perceived Benefits

Summary and Conclusions. Those individuals who were in 4-H for six or more years were more likely to say:

1. 4-H taught me responsibility.
2. 4-H helped me speak at public meetings.

Those individuals who were in 4-H eight or more years were more likely to say:

1. 4-H gave me self-confidence.
2. 4-H gave me a chance to meet and work with people.
3. 4-H helped me make better use of my time.
4. 4-H helped me plan toward my occupation.
5. 4-H helped me become a better citizen.

Implications. For individuals to benefit from 4-H beyond learning a specific skill or record keeping, they need to remain in 4-H six years or more. Therefore, focusing on ways of teaching youth about the opportunities and benefits of staying in the 4-H program over a period of years should be considered in developing future 4-H programs and activities.

Questions. Youth usually join 4-H at ages 8, 9, or 10. Therefore, one can question if the benefits received from 4-H relate to the length of 4-H membership or being a 4-Her during the teen years. Could a program be developed which would focus on attracting teenagers to join the 4-H program?

Another question relates to why some individuals continue in the 4-H program while others drop out. Are the project materials appropriate? Are leadership opportunities stimulating and appropriate? Are there certain personal characteristics of the individuals who continue in the program?

Degree of Importance of Selected Aspects of 4-H

Summary and Conclusions

Two aspects of 4-H which former members see as having been very important to them were a) increasing knowledge in project areas, and b) competing with others.

Implications

It is very important to the 4-Her to have the opportunity to compete with others. Therefore, this supports continuation of competitive type of activities.

Questions

Several questions arise about what type of competition is important. The questions are:

1. Does this mean competition with self to do better?
2. Is this single competition with another individual?
3. Does it relate to participating in a group to compete with another group?
4. Does it mean the most to represent a unit outside the county?
   Example: Represent county at state contests.

4-H Influence on the Choice of Advanced Education and Occupation

Summary and Conclusions

The influence of 4-H on the choice of advanced education and occupation is graphically illustrated in Figure 1. The percentage of individuals who felt certain 4-H activities or people influenced their choice of advanced education or careers ranged from 13% to 91%. Overall, it appears that 4-H programs, activities, leaders, and agents are having a definite impact on 4-H members choice of a) potential career, b) institution of higher education, c) an area of study for advanced education, d) first occupation, and e) subsequent occupations.

The State 4-H Conference was generally ranked as being the most influential. The conference is partly designed to study career exploration, and it appears this goal is being met.

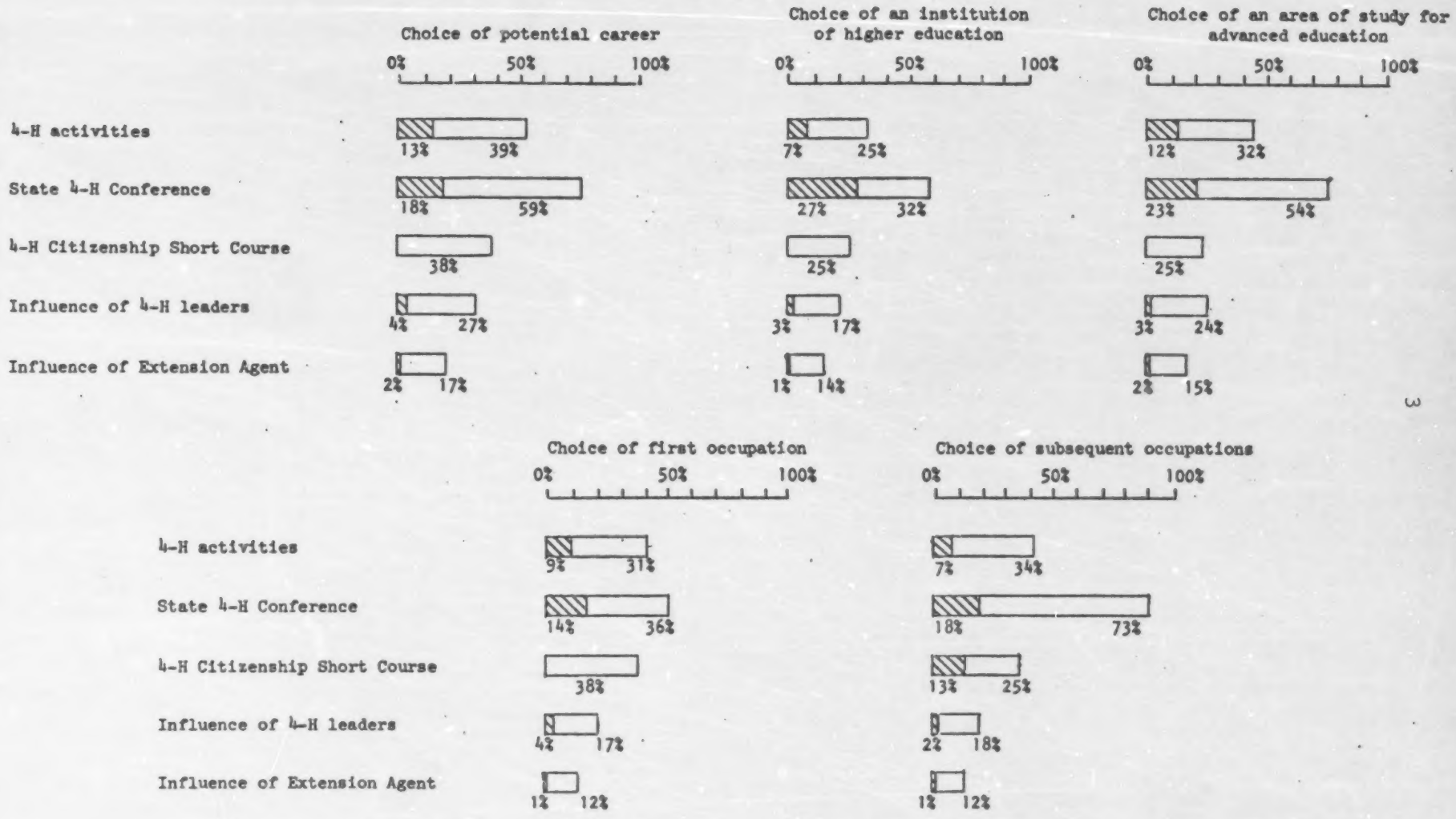

Figure 1. Summary of 4-H influence on the choice of advanced education and occupation.

Key: Very influential
Influential

Implications and Questions

There is no preset goal which identified how much influence 4-H should have on career choices and one realizes there are many other factors such as home, school, church, and friends which also influence youth in this area. Several questions arise because the study indicates leaders and agents are having some degree of influence on 4-H member's choice of advanced education and occupation. The questions include:

1. Can career exploration opportunities be built into, or expanded, for the ongoing 4-H programs?
2. Through what channels can leaders find out that they might be influencing youth's decision about career selection?
3. What kind of tools can be provided to assist leaders and agents to help young people explore career opportunities?
4. Through what avenues can the tools be provided to leaders and agents?

Continue the State 4-H Conference with the emphasis on career exploration. In the marketing of the conference, consideration might be given to placing more emphasis on the career exploration aspect.

Length of Membership in 4-H Compared with the Influence of 4-H Activities on the Choice of Advanced Education and Occupation

Summary. When compared with the influence of 4-H activities, the length of membership in 4-H did not influence their choice of a) a potential career, b) choice of an institution of higher education, c) choice of first occupation, and d) choice of subsequent occupations. However, the longer the individuals were 4-H members, the more likely they were to say that 4-H influenced their choice of an area of study in an institution of higher education.

Sex Compared with the Influence of 4-H Activities on the Choice of Advanced Education and Occupation

Summary and Conclusion. When compared with the influence of 4-H activities, there was no difference between the sexes in regard to the amount of influence 4-H had on their choice of an institution of higher education. However, males were more likely to say that 4-H activities influenced their a) choice of a potential career, b) choice of an area of study for advanced education, c) choice of first occupation, and d) choice of subsequent occupations.

Questions. Further study on why there are differences between the sexes would be appropriate. Questions include a) Do females feel they have the opportunity to choose a career?, and b) Do females consider homemaking to be a career choice?

Selected 4-H Projects Compared with Present Occupations

Summary. Girls were more likely to take projects in:

Clothing
Foods
Home environment
Health
Child care
Junior leader
Safety
Photography

Boys were more likely to take projects in:

Beef
Dairy
Woodworking
Electricity
Swine
Tractor
Horse
Range management
Crop production
Sheep
Wildlife conservation
Poultry
Weeds

Conclusions. Those selecting health professions as an occupation were more likely to have taken the health projects. Farmers were more likely to have taken beef and crop production projects than those entering other occupations for their career.

Helpfulness of 4-H Leadership Experiences on Community Leadership Roles in Adulthood

Summary and Conclusions

Over 90% of the respondents felt each of the leadership experiences (club officer, committee member, Junior Leader, project or club leader, and camp counselor) were helpful to some degree in preparing them for adult leadership roles. Teenage 4-H members have the opportunity to participate as a Junior Leader, project or club leader, or camp counselor and these three leadership experiences were identified as being very or extremely helpful by more than half of the respondents.

The longer the respondents were 4-H members, the more likely they were to say that being a club officer was very or extremely helpful.

Males tended to say being a club officer was very or extremely helpful in preparing them for community and occupational roles in adulthood while females felt the role was only helpful.

Implications

The findings support and document the value of continuing the leadership experiences as part of the 4-H program and activities.

Questions

Further study on why there are differences between the sexes on their feelings about the helpfulness of being a club officer in relation to community and occupational roles would be appropriate.

Helpfulness of Selected 4-H Activities for Community and Occupational Roles in Adulthood

Summary and Conclusions

The 4-H activities which 85% or more of the respondents felt helped prepare them for community and occupational roles were:

1. Public speaking
2. Judging
3. Club tours
4. Demonstrations or illustrated talks*
5. District or county camps
6. Leadership and environment conservation camp
7. Club week
8. Special career day programs

Individuals who were members from six to 11 years were more likely to say their involvement with public speaking and judging contests were very helpful in adult roles in later life.

As a group, females were more likely to say demonstration or illustrated talks were helpful to very helpful in adult roles. However, in the area of judging, the males tended to say it was very or extremely helpful.

Those who took the 4-H Junior Leader project were more likely to indicate that public speaking, demonstrations or illustrated talks, and judging activities were very or extremely helpful in adult roles.

Implications

The findings support and document the value of continuing the 4-H activities within the 4-H program.

Questions

Females said demonstration or illustrated talks were more helpful -- is the reason due to the fact that they are more likly to give a demonstration because of the nature of the activity?

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* In 1975, these two topics were combined and labeled, "Demo-talks."

Males tended to say that judging was more helpful -- is the reason due to the fact that they are usually involved in livestock judging which might have a direct relationship to the occupation of farming?

Influence of 4-H Activities on Adulthood Roles

Summary and Conclusions

Adulthood roles which 85% or more of the respondents felt 4-H activities helped prepare them for were:

1. Making better use of ones time
2. Working with people
3. Conducting a business meeting
4. Teaching ones children
5. Raising a family
6. Speaking before groups
7. Setting up or starting ones first home away from home
8. Involvement in community activities
9. Using leisure time.

Those who were members six or more years were more likely to say their 4-H activities were very or extremely helpful in preparing them for their adulthood roles of:

1. Conducting a business meeting
2. Speaking before groups
3. Working with people
4. Involvement in community activities
5. Teaching ones children
6. Setting up or starting ones first home away from home

Females were more likely to say their 4-H activities were either helpful to extremely helpful in preparing them for their adulthood roles of a) working with people, and b) setting up or starting ones first home away from home.

Those who took the Junior Leader project were more likely to say that 4-H activities were very or extremely helpful in preparing them for a) conducting a business meeting, b) speaking before groups, c) working with people, and d) becoming involved in community activities.

4-H Citizenship Short Course. Only eight (2.5%) of the respondents attended the 4-H Citizenship Short Course because it had not been implemented to a great degree at the time of their 4-H involvement. However, all felt this activity influenced their adulthood roles of a) working with people, b) being involved in local government, c) participation in voluntary community activities, and d) understanding the Federal Government.

It is recognized that this is a small number and no implications can be drawn from this data. However, further exploration of the benefits of the 4-H Citizenship Short Course would be beneficial.

Implications

Being 4-H members for a longer length of time provided more help for many of the adulthood roles. Therefore, focusing on ways of teaching youth about the opportunities and benefits of staying in the 4-H program over a period of years should be considered in developing future 4-H programs and activities.

The 4-H program provides a balanced program for both boys and girls in preparation for adulthood roles. However, there may be value in encouraging boys to enroll in projects which would prepare them for setting up their first home away from home. Boys might also be encouraged to participate in activities which would help them in working with people.

The Junior Leader project plays a significant role in preparing youth for leadership roles in adulthood. This is supporting data for the continuation of the 4-H Junior Leader project with its current emphasis.

Adult Involvement with Cooperative Extension Service

Over half the respondents felt their 4-H experience helped them make better use of their local County Extension Service; and 40% said they have contacted their local County Extension Office within the past year.

Out of the 23% who said they have been or currently are involved with 4-H as adults, 75% said their experience was helpful.

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APPENDIX A

QUESTIONNAIRE

4-H Image and Program Assessment Survey

Cooperative Extension Service

Purpose

This survey is being made to obtain information on what 4-H offers and how 4-H has affected various individuals in their selection of training and getting into an occupation.

Objectives

1. Measure the impact of 4-H programming on various individuals in their selection of additional training, preparation for an occupation and/or career.

2. Provide Extension with an assessment of program thrusts offered over the years and evaluate if some of these thrusts should be re-emphasized.

Instructions

Please answer all the questions. The person to whom this mailing is addressed is the person from whom the information is sought.

THE INFLUENCE OF 4-H ON
SELECTION OF ADVANCED TRAINING AND/OR CAREERS

PART I - 4-H MEMBERSHIP

A. How many years were you a 4-H member? (Check One)

_____ 1. Two-Three Years
_____ 2. Four-Five Years
_____ 3. Six-Seven Years
_____ 4. Eight-Nine Years
_____ 5. Ten-Eleven Years

B. Which statement best describes where you lived when you were a 4-H member? (Check One)

_____ 1. On a farm or ranch
_____ 2. Acreage in the country, but not a farm
_____ 3. Town of less than 1,000 population
_____ 4. Town or city with 1,000 to 4,999 population
_____ 5. City with 5,000 to 9,999 population
_____ 6. City with more than 10,000 population

C. What was the main reason you joined 4-H? (Check One)

_____ 1. Friends were members
_____ 2. Interested in 4-H projects
_____ 3. Heard about it on the radio or read about it in the newspaper
_____ 4. Parents were 4-H members and they wanted me to join
_____ 5. my brother(s) and/or sister(s) were members
_____ 6. I wanted to join
_____ 7. My 4-H leader asked me to join
_____ 8. My County Extension Agent or Home Agent asked me to join
_____ 9. I participated in a school activity and became interested
_____ 10. Interested in 4-H meetings, camps, parties, etc.
_____ 11. Other: _____

D. What benefits did you receive from 4-H? (Check as many as apply.)

☐ It taught me responsibility.
☐ It gave me self-confidence.
☐ It gave me a chance to meet and work with people.
☐ It helped me to learn a specific skill such as sewing, cooking, feeding livestock, etc.
☐ It helped me learn about record keeping.
☐ It helped me make better use of time.
☐ It helped me to plan toward my occupation.
☐ It helped me speak at public meetings.
☐ It helped me become a better citizen.
☐ It helped me in raising a family.
☐ Other: (Please List) _____

E. Which projects did you carry as a 4-H member? Check as many areas listed below which apply.

☐	Health	☐	Tractor
☐	Safety	☐	Jr. Leader
☐	Photography	☐	Clothing
☐	Community Awareness	☐	Foods
☐	Beef	☐	Home Environment
☐	Dairy	☐	Child Care
☐	Swine	☐	Range Management
☐	Sheep	☐	Crop Production
☐	Horse	☐	Weeds
☐	Poultry	☐	Entomology
☐	Veterinary Science	☐	Horticulture (Gardening)
☐	Woodworking	☐	Wildlife Conservation
☐	Electricity	☐	Other _____
☐	Bicycle	☐	Other _____
☐	Small Engines	☐	Other _____

PART II - EDUCATION AND OCCUPATION

F. What is your present occupation? _____

_____

G. What was your first permanent occupation after high school or college? _____

_____

H. List any other significant occupations. _____

_____

I. What was the highest grade completed by you? (Check One)

_____ 1. 8th Grade or less
_____ 2. Some high school
_____ 3. High School graduate
_____ 4. Some college
_____ 5. College graduate
_____ 6. Post graduate work
_____ 7. Other (please specify) _____

If you attended an institution of higher education, please answer J and K. Otherwise go on to Question L.

J. After graduation from high school, what was the first institution of higher education in which you enrolled? (Check One)

_____ 1. Bible College
_____ 2. Trade school or college (such as barber, beauty, or business).
_____ 3. Two year independent (or private) college
_____ 4. Technical-Community College
_____ 5. Four year independent (or private) college
_____ 6. Four year State College
_____ 7. Private University
_____ 8. Public University
_____ 9. Other _____

K. Please indicate the educational area you first entered when you started in a school of higher education. (Check One)

_____ 1. Agriculture and Natural Resources
_____ 2. Architecture/Environmental Design
_____ 3. Biological Sciences
_____ 4. Business and Management
_____ 5. Communications
_____ 6. Computer and Information Sciences
_____ 7. Education
_____ 8. Engineering
_____ 9. Fine and Applied Arts
_____ 10. Foreign Languages
_____ 11. Health Professions
_____ 12. Home Economics
_____ 13. Law
_____ 14. Library Science
_____ 15. Mathematics
_____ 16. Military Sciences
_____ 17. Physical Sciences
_____ 18. Psychology
_____ 19. Public Affairs and Services
_____ 20. Social Sciences
_____ 21. Theology
_____ 22. Other (Please Specify)
_____
_____

PART III - INFLUENCE OF 4-H

In Questions L through T, please circle the appropriate number for your response to each item.

L. How helpful were your leadership experiences in preparing you for community and occupational roles in adulthood?

Did not have this leadership experience	No Help	Helpful	Very Helpful	Extremely Helpful	Leadership Experiences
0	1	2	3	4	A. Club Officer
0	1	2	3	4	B. Committee Member
0	1	2	3	4	C. Junior Leader
0	1	2	3	4	D. Project or Club Leader
0	1	2	3	4	E. Camp Counselor
0	1	2	3	4	F. Other (please specify) _____

M. To what degree were the following 4-H activities helpful in preparing you for community and occupational roles in adulthood?

Did Not Participate in this Activity	Not Helpful	Helpful	Very Helpful	Extremely Helpful	4-H ACTIVITIES
0	1	2	3	4	A. Public Speaking
0	1	2	3	4	B. Demonstration of Illustrated Talk
0	1	2	3	4	C. Judging
0	1	2	3	4	D. District or County Camps
0	1	2	3	4	E. Club Week
0	1	2	3	4	F. Leadership & Environment of Conservation Camp
0	1	2	3	4	G. Club Tours
0	1	2	3	4	H. Special Career Day Programs
0	1	2	3	4	I. Other (please specify) _____

N. To what degree were 4-H activities helpful in preparing you for roles in adulthood?

Does Not Apply	Not Helpful	Helpful	Very Helpful	Extremely Helpful	ROLES IN ADULTHOOD
0	1	2	3	4	A. Conducting a business meeting
0	1	2	3	4	B. Speaking before groups
0	1	2	3	4	C. Working with people
0	1	2	3	4	D. Raising a family
0	1	2	3	4	E. Teaching your children
0	1	2	3	4	F. Setting up or starting your first home away from home (single or married)
0	1	2	3	4	G. Involvement in community activities
0	1	2	3	4	H. Making better use of your time
0	1	2	3	4	I. Using leisure time

Does Not Apply	No Influence	Some Influence	Influential	Very Influential	Extremely Influential

O. To what degree did 4-H activities influence the following educational or career choices you selected?

0	1	2	3	4	5	A. Choice of potential career
0	1	2	3	4	5	B. Choice of an institution of higher education
0	1	2	3	4	5	C. Choice of area of study in an institution of higher education
0	1	2	3	4	5	D. Choice of first occupation
0	1	2	3	4	5	E. Choice of subsequent occupations

P. To what degree did your 4-H leader influence the following educational or career choices you selected (Education beyond high school)?

0	1	2	3	4	5	A. Choice of potential career
0	1	2	3	4	5	B. Choice of an institution of higher education
0	1	2	3	4	5	C. Choice of area of study in an institution of higher education
0	1	2	3	4	5	D. Choice of first occupation
0	1	2	3	4	5	E. Choice of subsequent occupations

Q. To what degree did your county extention agent and/or home agent influence the following educational or career choices you selected (Education beyond high school)?

0	1	2	3	4	5	A. Choice of potential career
0	1	2	3	4	5	B. Choice of an institution of higher education
0	1	2	3	4	5	C. Choice of area of study in an institution of higher education
0	1	2	3	4	5	D. Choice of first occupation
0	1	2	3	4	5	E. Choice of subsequent occupations

R. Did you ever attend the 4-H Citizenship Short Course in Washington, D.C.?

_____ 1. Yes _____ 2. No

If you attended the 4-H Citizenship Short Course in Washington, D.C., to what degree did it influence the following education/career choices or adult roles? (If you did not attend, do not answer)

No Influence	Some Influence	Influential	Very Influential	Extremely Influential	
1	2	3	4	5	A. Choice of potential career
1	2	3	4	5	B. Choice of institution of higher education
1	2	3	4	5	C. Choice of area of study in an institution of higher education
1	2	3	4	5	D. Choice of first occupation
1	2	3	4	5	E. Choice of subsequent occupations
1	2	3	4	5	F. Working with people
1	2	3	4	5	G. Involvement in local government
1	2	3	4	5	H. Role in voluntary community activities
1	2	3	4	5	I. Understanding of the Federal Government

S. Did you ever attend State 4-H Conference (formerly Club Week)?

_____ 1. Yes

_____ 2. No

If you attended the State 4-H Conference (Club Week) in Lincoln, to what degree did it influence the following educational or career choices you selected? (If you did not attend, do not answer)

1	2	3	4	5	A. Choice of potential career
1	2	3	4	5	B. Choice of an institution of higher education
1	2	3	4	5	C. Choice of area of study in an institution of higher education
1	2	3	4	5	D. Choice of first occupation
1	2	3	4	5	E. Choice of subsequent occupations

T. Looking back as an adult, how important were the following when you were a 4-H member?

Does Not Apply	No Importance	Some Importance	Important	Very Important	Extremely Important	
0	1	2	3	4	5	A. Being known as a 4-H'er
0	1	2	3	4	5	B. Taking part in a community service
0	1	2	3	4	5	C. Competing with others
0	1	2	3	4	5	D. Increasing knowledge in project areas
0	1	2	3	4	5	E. Serving as a leader in some way
0	1	2	3	4	5	F. Going on trips

PART IV - INDIVIDUAL CHARACTERISTICS

U. In which year were you born?

— — — —

V. Please identify your sex.

_____ 1. Male

_____ 2. Female

W. Which statement best describes where you live at the present time?

_____ 1. On a farm or ranch
_____ 2. Acreage in the country, but not a farm
_____ 3. Town of less than 2,500 population
_____ 4. Town or city with 2,500 to 10,000 population
_____ 5. City with 10,000 to 50,000 population
_____ 6. City with more than 50,000 population

PART V - ADULT INTEREST IN THE COOPERATIVE EXTENSION SERVICE

AA. Have you been or are you currently involved with 4-H in any of the following ways since you became an adult? (Check as many as apply)

- [ ] Organizational Leader
- [ ] Project Leader
- [ ] Activity Leader
- [ ] 4-H Council Member
- [ ] Fair Superintendent
- [ ] Assist at Camp
- [ ] Recruit Other Leaders
- [ ] Help New Members
- [ ] Junior Leader Advisor
- [ ] Rural Urban Youth Advisor
- [ ] Extension Board Member
- [ ] Other _____

BB. If you have or are currently involved in 4-H as an adult, was your previous 4-H experience helpful?

_____ 1. Yes

_____ 2. No

CC. Have you contacted your local County Extension Office in the past year?

_____ 1. Yes

_____ 2. No

DD. Has your experience as a 4-H member helped you make better use of your local County Extension Service?

_____ 1. Yes

_____ 2. No

EE. LIST ANY ADDITIONAL COMMENTS ABOUT THIS 4-H PROGRAM QUESTIONAIRE OR THE 4-H PROGRAM IN GENERAL:

THANK YOU FOR YOUR COOPERATION

APPENDIX B

COVER LETTERS

TEACHING RESEARCH EXTENSION

Institute of Agriculture and Natural Resources

COOPERATIVE EXTENSION SERVICE

UNIVERSITY OF NEBRASKA–LINCOLN LINCOLN, NE 68583

Reply to:
4-H – YOUTH DEVELOPMENT
114 Ag. Hall, East Campus

Dear 4-H Alumni,

Greetings! The Cooperative Extension Service, of which the 4-H Program is a part, is asked at various times what 4-H has attributed to the growth and development of individuals.

A joint effort on the part of the State 4-H Department and the District Office has been established to conduct a study with 4-H Alumni to discover and measure the impact of 4-H programming on training and/or career selection.

A group of 4-H Alumni who were born between the years of 1945 and 1956 have been selected to participate in the 4-H Image and Program Survey. You are one of these special persons being asked to complete the enclosed questionnaire.. Your name was chosen by random sample from 5050 possibilities in Northeast Nebraska.

We would like for you to complete the survey and return by _____ 1980. A stamped, self-addressed envelope is enclosed for your use in returning the questionnaire.

Each questionnaire is numbered only for verification of return. All information listed on the survey will be kept confidential.

Please answer all questions. The person to whom this mailing is addressed is the person from whom the information is sought. Thank you.

Sincerely,

Louie E. Rudman

Louie E. Rudman
State Extension Specialist
4-H and Youth Development
Lincoln, NE 68583

Roy Stohler
District 4-H Specialist
Northeast Station
Dixon, NE 68728

EXTENSION WORK IN "AGRICULTURE, HOME ECONOMICS AND SUBJECTS RELATING THERETO,"
THE COOPERATIVE EXTENSION SERVICE, INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES,
UNIVERSITY OF NEBRASKA-LINCOLN, COOPERATING WITH THE COUNTIES AND THE U. S. DEPARTMENT OF AGRICULTURE

The University of Nebraska-Lincoln The University of Nebraska Medical Center The University of Nebraska at Omaha

APPENDIX C

OCCUPATIONAL CLASSIFICATIONS

Table 38

Present Occupation

Occupations	N	%
Professional, technical, and kindred workers	103	32.7
Accountants and auditors (5)		
Clergymen (2)		
Professors and instructors (3)		
Engineers (6)		
Farm and home management advisers (1)		
Foresters and conservationists (1)		
Funeral directors and embalmers (1)		
Lawyers and judges (1)		
Agricultural and biological scientists (2)		
Nurses (25)		
Personnel and labor relations workers (2)		
Physicians and surgeons (1)		
Public relations men and publicity writers (1)		
Statisticians and actuaries (1)		
Teachers (24)		
Technicians (8)		
Therapists (2)		
Veterinarians (3)		
Others not identified (14)		
Farmers and farm managers (43)	43	13.7
Managers, officials, and proprietors, except farm	21	6.7
Buyers and department heads, store (3)		
Buyers and shippers, farm products (1)		
Credit men (4)		
Inspectors, public administration (1)		
Managers and superintendents, building (1)		
Officials and administrators, public administration (3)		
Others not identified (8)		
Clerical and kindred workers	29	9.2
Attendants and assistants, library (1)		
Bank tellers (4)		
Bookkeepers (8)		
Office manchine operators (4)		
Postal clerks (1)		
Receptionists (1)		
Secretaries (8)		
Others not identified (2)		

Occupation	N	%
Sales workers	8	2.5
Advertising agents and salesmen (2)		
Insurance agents, brokers, and underwriters (2)		
Real estate agents and brokers (2)		
Salesmen and sales clerks (2)		
Craftsmen, foremen, and kindred workers	16	5.1
Carpenters (3)		
Compositors and typesetters (1)		
Electricians (1)		
Foremen (2)		
Lineman and servicemen, telegraph, telephone, and power (1)		
Machinists (1)		
Mechanics and repairmen (3)		
Plumbers and pipe fitters (2)		
Structural metal workers (1)		
Others not identified (1)		
Operatives and kindred workers	7	2.2
Assemblers (1)		
Bus drivers (1)		
Checkers, examiners, and inspectors, manufacturing (1)		
Dressmakers and seamstresses, except factory (1)		
Truck and tractor drivers (2)		
Private household workers	76	24.1
Homemakers (75)		
Babysitters, private household (1)		
Service workers, except private household	12	3.8
Bartenders (2)		
Hairdressers, cosmetologists, and barbers (5)		
Housekeepers and stewards, except private household (2)		
Firemen, fire protection (1)		
Police and detectives (1)		
Sherriffs and bailiffs (1)		
Total	315	100.0

Table 39

First Permanent Occupation After High School of College

Occupation	N	%
Professional, technical, and kindred workers	110	35.9
Accountants and auditors (4)		
Professors and instructors (5)		
Dentists (1)		
Editors and reporters (1)		
Engineers (4)		
Lawyers and judges (2)		
Librarians (1)		
Nurses (25)		
Optometrists (1)		
Physicians and surgeons (1)		
Public relations men and publicity writers (1)		
Radio operators (1)		
Religious workers (2)		
Teachers (35)		
Technicians (9)		
Veterinarians (2)		
Others not identified (15)		
Farmers and farm managers (26)	26	8.5
Managers, officials, and proprietors, except farm		
Credit men (8)		
Managers and superintendents (1)		
Officials and administrators, public administration (2)		
Purchasing agents and buyers (1)		
Others not identified (1)		
Clerical and kindred workers	62	20.3
Bank tellers (2)		
Bookkeepers (8)		
Cashiers (2)		
Collectors, bill and account (1)		
Insurance adjusters, examiners, and investors (2)		
Office machine operators (2)		
Receptionists (1)		
Secretary (34)		
Shipping and receiving clerks (1)		
Stenographers (2)		
Stock clerks and storekeepers (1)		
Telegraph operators (2)		
Telephone operators (2)		
Others not identified (2)		

Table 39 (continued)

Occupation	N	%
Sales workers	15	4.9
Advertising agents and salesmen (1)		
Newsboys (1)		
Salesmen and sales clerks (13)		
Craftsmen, foremen, and kindred workers	17	5.6
Cabinetmakers (1)		
Carpenters (2)		
Cranemen, dirreckmen, and hoistmen (1)		
Electricians (1)		
Foremen (1)		
Mechanics and repairmen, automobile (4)		
Molders, metal (1)		
Craftsmen not identified (1)		
Members of the armed forces (5)		
Operatives and kindred workers	10	3.3
Bus drivers (2)		
Chainmen, rodmen, and axmen, surveying (1)		
Checkers, examiners, and inspectors in manufacturing (1)		
Packers and wrappers (1)		
Welders and flame-cutters (3)		
Others not identified (2)		
Private household workers	11	3.6
Homemakers (11)		
Service workers, except private household	26	8.5
Bartenders (3)		
Cooks, except private household (1)		
Elevator operators (1)		
Hairdressers and cosmotologists (10)		
Guards, watchmen and doorkeepers (1)		
Waiters and waitresses (6)		
Others not identified (4)		
Farm laborers, wage workers	11	3.6
Farm foremen (2)		
Farm service laborers, self-employed (2)		
Others not identified (7)		
Laborers	5	1.6
Carpenters' helpers, except logging and mining (1)		
Garage laborers, and car washers and greasers (1)		
Gardeners, except farm, and groundskeepers (1)		
Others not identified (2)		
TOTAL	306	100.0

Table 40

Other Significiant Occupations

Occupation	N	%
Professional, technical and kindred workers	14	12.3
Accountants and auditors (1)		
Artists and art teachers (1)		
Farm and homemanagement advisors (1)		
Lawyers and judges (1)		
Nurses, professional (2)		
Personnel and labor relations workers (1)		
Social and welfare workers (1)		
Teachers (3)		
Technicians (1)		
Others not specifically identified (2)		
Farmers (3)	3	2.6
Managers, officials, and proprietors	8	7.0
Credit men (1)		
Managers and superintendents (1)		
Purchasing agents and buyers (2)		
Others not specifically identified (4)		
Clerical and kindred workers	35	30.7
Attendants, physician's and dentist's office (3)		
Bank tellers (5)		
Bookkeepers (4)		
Collectors, bill and account (1)		
Office machine operators (4)		
Payroll and timekeeping clerks (1)		
Receptionists (2)		
Secretary (9)		
Shipping and receiving clerks (1)		
Stock clerks and storekeepers (1)		
Telephone operators (1)		
Typists (1)		
Others not specifically identified (2)		
Sales workers	9	7.9
Salesmen and sales clerks (9)		
Craftsmen, foremen, and kindred workers	13	11.4
Carpenters (4)		
Electricians (1)		
Foremen (1)		
Mechanics and repairmen, automobile (1)		
Tailors and tailoresses (2)		
Tinsmith, coopersmiths, sheet metal workers (1)		
Member of the armed forces (2)		
Others not specifically identified (1)		

Table 40 (continued)

Occupation	N	%
Operative and kindred workers	8	7.0
Apprentice machinists and toolmakers (1)		
Apprentices, metalworking trades (1)		
Painters (1)		
Truck and tractor drivers (3)		
Welders and flame-cutters (1)		
Others not specifically identified (1)		
Private household workers	9	7.9
Homemakers (9)		
Service workers, except private household	15	13.2
Attendants, professional and personal service (1)		
Elevator operators (1)		
Gardeners (2)		
Hairdressers and cosmotologists (1)		
Kitchen workers (1)		
Porters (1)		
Policemen and detectives (2)		
Sheriffs and bailiffs (1)		
Waiters and waitresses (4)		
Others not specifically identified (1)		
TOTAL	114	100.0

APPENDIX D

COMMENTS

Additional Comments

The survey participants were asked to make additional comments about the questionnaire or the 4-H program in general. Twenty of the respondents added that they hoped their children could be involved in the 4-H program. Their comments were:

--I do feel 4-H is a worthwhile endeavor and hope that my children will be able to join when they are a little older.

--When my children are older, I will encourage them to join 4-H as my parents did for me.

--My husband and I have 2 children whom we would very much like to have participate in 4-H. We are a very close family and work with each other even though we are very busy and the children are in school. We would like to find a way to start a 4-H club with children and their parents willing to be active in a club.

--I have never regretted having been a 4-H member. When my children are old enough, I hope they become interested also. I do regret that the choices for projects was very limited when I was a member.

--This questionnaire seems to be very rewarding toward realizing how useful 4-H is in many ways. I have children of my own now, and I will encourage them to join 4-H. Thank you for letting me be a part of your survey.

--I believe that 4-H played an important part in my life then; and at times it still does. In fact, I still refer to some of my 4-H books. My children will be encouraged to join 4-H and some day I will be active in 4-H as a leader.

--My daughter started 4-H this fall. I will encourage her participation in the program.

--I feel 4-H is a "must" and only hope my children will consider it and the 4-H values someday.

--I have lived in Iowa for the past three years. It seems to me that Nebraska has a more active - or at least better publicized - 4-H program than Iowa. My daughter is nearly of 4-H age, so I plan to see what is available for her in the next few months, and at that time expect to become involved with 4-H again.

--Our children are too young for 4-H now but I look forward to them becoming involved in a couple of years. Another observation - when attending fairs around here it seems the parents are doing the work such as grooming the cattle, cleaning the stalls, etc. Perhaps they are trying to take 4-H away from the children.

--I think 4-H is a super program and I hope our children have the opportunity to participate when they are old enough. I enjoyed my years in 4-H, both as a member and leader. It was a good way to learn responsibility and cooperation which we really need these days.

--A very good thing to be in. When my children are big enough, I hope they'll be able to be in 4-H.

--I still think 4-H is a great program and very much want my children to participate when they are old enough.

--I was not really a full pledge 4-H member in the community, but would be interested in getting my kids involved.

--We moved to Missouri from South Dakota last spring. We found the 4-H program in Nebraska superior to South Dakota's program. The 4-H program in general is very worthwhile and we hope our children can become involved in it here in Missouri.

--I have one child and when she gets old enough, I do hope she will choose to join a 4-H group and I would be willing to help.

--I hope that my children will want to be in 4-H when the time comes, especially the livestock division - just fun experiences with other people. I would say that would be very rewarding and probably the most helpful toward adulthood.

--I can't wait until my sons are old enough to join and look forward to see what projects are available plus the standard projects.

--I have two children who I hope will join 4-H when they are old enough.

--I'm planning on both my two girls joining 4-H, for its very rewarding.

Nine respondents offered suggestions for changes in the 4-H program or other suggestions.

--I would like to see more involvement in the small communities - such as where I come from - since I have left (on visits) I've noticed the clubs that once were very active with a good number of members have almost gone out of existence, people just don't seem to care anymore. Everyone thinks I'm a good cook - and I owe it all to 4-H.

--I personally would like to see projects such as <u>cakes and pies</u> and <u>yeast breads</u> put back in the program. Also, would like to see more information put out in adult groups so parents can see how helpful 4-H can be to a child. Thank you.

--Keep the kids active, in some kind of youth organization.

--More stress and emphasis should be placed on the non-livestock portion of 4-H. Many people acquaint 4-H with livestock only but it is much more and the general public needs to be educated to the many facets available.

--One thing that bothers me as I was in 4-H with beef projects most of the time. Is when I hear about a Grand Champion Steer at the State Fair or other shows not hanging up as a good carcass as many of the other steers in the show. I realize trends in beef cattle change, but children should know that the consumer is the ultimate judge. Another thing that bothers me is when parents pay an outrageous price for a project steer or heifer for their children, to me these parents are missing the whole idea of 4-H. Because unless the kid wins a major show and gets an outrageous price when it is fat they'll lose a pile of money, which isn't good business. Also it does not teach them how to judge and select calves on their own. Some of these calves will win in the ring, but they'll lose money anyway. I just feel it poor training for a child and doesn't do anything for the integrity of the 4-H program. I mention this because my Dad let me pick my own calf and when I done poor the first year, in the ring, I was more intent the following yrs. to learn to judge and select better calves. Because of that approach, I had many county champions and had calves that stood 3rd and 4th in classes at the Ak-Sar-Ben and National Western, and I never paid over 2¢/lb. over what feeder calves were bringing to select calves out of rancher's herds.

--I think there should be more encouragement of public speaking activities, to get the kids used to speaking in front of groups. It would have helped me.

--When I was in 4-H we took a nothing and made it into a grand item, now my students parents buy the best and the children show it. This I don't like, and wish it could be changed.

--I think it is important to encourage 4-Hers to explore and to participate in a variety of projects; not just 1-2 areas they might be interested in at a particular time. My reason for saying this is that we live in a fast paced and constantly changing world. Getting young people involved in areas they may not be interested in at the time is more challenging for leaders, but could someday be very important to the 4-Her who finds a need for something else in his life.

--I think 4-H is great and every young person should get involved with it. But I also think that 4-H should get back to some of the basics so the kids can learn the responsibility and leadership they wanted to learn when they first joined. Its getting too competitive and commercialized.

Many favorable comments about their 4-H experiences were made by the respondents. These comments were:

--4-H helped me become more aware of myself and everyone and everything around me. It gave me pride in something that I could say that I did.

--The 4-H program played an important positive role during adolescent development. Many basic skills developed during 4-H training are employed frequently.

--Makes a better person of you. Club leadership can be good or bad - much of it falls back on the individual. 4-H Camp was a great experience for me.

--Looking back at my 4-H experience, I feel that it was a very positive experience.

--4-H was an extremely important activity during my teen years. It was through it I learned to better myself as a person and citizen in my community. I learned to cook and sew well which enables me to be a more efficient housewife as well as a RN who is in charge of a floor. I'll always remember and cherish my past 4-H experiences.

--4-H gives young people excellent opportunities to learn and excel in many areas.

--I think 4-H is very important for children of all ages. It teaches them responsibility.

--It is very worthwhile organization for the betterment of its young members. It teaches young men and women the basic knowledge of competition. One learns how to win and also how to lose with better dignity.

--You don't learn the value of programs you have taken until you are older, and realize the lessons were there, but was not mature enough at the time to let them sink in. (It's hard to separate between farm life with parents; the lessons one learns from them, as compared to 4-H)

--I think the 4-H program has helped many kids in the past years and I hope it continues.

--The program has something for everyone - no matter what their interests or abilities. It's a great thing, something that definitely had a huge impact on my life.

--I belonged to a very small group, but felt it was very worthwhile and taught me many things. I did not belong to 4-H when I entered high school because of the many activities that come with being a high school student, so I did not take any of the advanced classes and courses that were offered. However, the beginning courses I did take gave me a good start in sewing, etc.

--4-H has been one of the most influential forces in my life. Everyday I use one or more of the skills I learned through 4-H.

--4-H taught vocational skills which I could not schedule into my public school schedule. College prep courses took up most of my time so 4-H was helpful in teaching me basic living skills.

--I think 4-H is <u>great</u> for children. Especially now with so many different projects. There wasn't such a big choice when I was in 4-H.

--4-H is an excellent program for young people to learn to work with others and for themselves.

--4-H has tremendous opportunity for a individual to develop into a much better person. If an individual has enough perserverance and enthusiasm, the sky is the limit. Thank you for keeping the spirit of 4-H alive in Nebraska - keep up the good work.

--Generally, I think the program was terrific. It helped to cultivate the spirit of oneness in a rural area - some leaders were great and we had a county agent who was especially good and enjoyed kids. Our meetings were especially exciting times as we didn't get together often.

--I have contact with many extension agents through my occupation, but have not contacted local county office for information.

--I truly loved the 4-H programs as a kid, but I'm afraid that, that is where it stopped. I did enjoy the fairs to show and compete in them with exhibits and the 4-H activities were also lots of fun.

--I think it is alright, sorry I didn't have more too offer. I guess 4-H is not my bag, but I enjoyed it while I was a member. And I think its good for kids.

--4-H was a terrific way of learning different skills and having fun at the same time. I am most grateful for my experience in 4-H.

--Although the years in 4-H did not directly affect my career choice or current lifestyle, they certainly provided a valuable base for those decisions.

--I think that it is a worthwhile program and I am glad that I was once a member. I would encourage young people to join.

--It helped me so much in how to cook different meals for later in life, also sewing so I could make clothes for people instead of buying everything. I'm planning on both my two girls on joining 4-H, for its very rewarding.

--I thoroughly enjoyed 4-H. Was sad when I had to drop out when I went on to college. I can't wait until my sons are old enough to join and go to fair, also to see what new projects are available plus the standard projects.

--It has been about 15 years since I was in 4-H. I did enjoy it alot. Our club was only around for 5 years. We did mostly cooking and sewing projects that I remember. I do enjoy going to the county fair and seeing what things the kids do today. I have one child and when she gets old enough I do hope she will choose to join a 4-H group and I would be willing to help.

--This is a very good questionnaire to help you evaluate your 4-H programs. Within my own family 4-H was important as a means of giving us responsible positions.

--Animals were my main interest growing up, but I couldn't take any livestock projects because of the transportation problem with moving them. The sewing projects gave me alot of self confidence and I really enjoyed them.

--I was only in 4-H for 2 years - basically to learn sewing/cooking. It was a good experience and I'm glad I took part in it. However, it had basic rather than long term influence.

--I think it is a good program and wish I would have been more active as a youth. It has a lot to offer if you only take advantage of it.

--The late Bob Ahlers was the best example of what a public servant should be like, in one word, dedicated.

--It was a worthwhile experience that I shall always treasure.

--The 4-H leaders I knew were very fine people and role models for youth.

--I have not been active in 4-H for 12 years. It is very helpful in learning for youth and I support it fully.

--4-H taught me much practical knowledge and allowed me to gain a reasonable amount of proficiency in the areas of woodworking, electricity, and gardening (conservation).

--I feel that 4-H was a very important part of my growing up years. It has helped me in all walks of life. 4-H in southern Minnesota where I live does not seem to meet my expectations as far as county fair, state fairs, trips, etc. Which to me was a very important part of 4-H.

--I do belong to an extension club. At fair time, we give 4-H awards. I believe in part, being a 4-H member in the past helped in making the decision of becoming an extension club member, the extension service has alot to offer.

--I feel this 4-H program gives the younger kids a chance to get involved in all areas of life before they are on their own, so they have an idea of what they want to face in the future.

--I still remember my 4-H days with thoughts of fun, excitement. Sometimes feel the competition of today has gotten out of hand, all the purebreds in dairy and beef at fair. Does not leave much fulfillment for the small 4-Her whose dad doesn't have a lot of push! I had a Grand Champion Dairy which was purely luck out of our few milkcows.

--4-H was a fun part of my life for 2-3 years, but it was over 15 years ago and I honesly don't think it influenced my life all that much.

--I found the questionnaire very interesting. I find that 4-H did not influence my choice of a medical profession, but I use my 4-H skills everyday. I sew alot for my family, enjoy cooking-especially baking, and enjoy other arts and crafts and do-it-yourself home decorating projects. Most of these skills are from my years in 4-H. I am also a confident officer and worker in community and church organizations due in part to my 4-H experiences of demonstrating, judging, modeling, preparing and acting in skits, attending camp, etc. I feel 4-H was definitely a positive influence in my life.

--It has taught me how to sew and to cook as well as doing other things for the house.

--I enjoyed 4-H while I was in the club, but I always felt at the fair in Chambers there was to many ribbons given to Mom (instead of the child) for her work.

--4-H is a good program - wish more projects had been available to me at the time I was a child example: child care, family programs, etc. Back then it was traditional sewing for daughters.

--I feel very ignorant about this. I guess I was too young at the time I was in 4-H to realize what it was doing for me, and as I look back on it the thing I remember most and enjoyed the most was demonstrations, although I can't say it helped me get up and speak in front of people - that still petrifies me. I have to say though that I hope my children will want to be in 4-H when the time comes, especially the livestock division, just from experience with other people I would say that would be very rewarding and probably the most helpful toward adulthood.

--I am now a part-time seamstress for the local sew'n'sew shop. 4-H taught me to sew and be proud of 'homemade' clothes. I have three children who I sew for and my husband and myself who are all proud of my sewing skills.

--I am sure that 4-H has made me a better person. 4-H clubs are beneficial for young people.

Several respondents indicated that they enjoyed participating in the survey.

--Glad to have participated in this survey.

--Thank you for including me in your survey.

--I appreciate being picked as part of your survey but I have been out of touch with the whole 4-H group for about 14 years. I did enjoy being part of 4-H, but it wouldn't fit into my life now. My husband and I move too much to be involved with 4-H.

--I enjoyed answering this questionnaire. It brought back a lot of good memories about the time I spent as a 4-H member. I enjoyed those years. Hope this helps you to help other kids enjoy a few good years as a 4-H member.

Several of the respondents have had contacts with the 4-H program as adults. Their comments were:

--I am involved in 4-H in Iowa presently and my comments are based on what I presently am experiencing here. There are more projects now to choose from and the child is given more of a choice of how to handle the project and what they can enter in the fair. I think this is excellent-encourages the individual to consider their own specific needs and fosters more creativity. The projects available are reflective of the population shift from rural to urban areas. I think, as a leader, I do not get the support from parents that my parents gave. We have a few children who are super achievers, it takes a great deal of effort on our part with the rest. Jr. high age is the most critical in retaining members. In Iowa the kids get so much more involved with school activities and athletics. The extensive busing of students and early practice schedules really is stressful to the child. I've had them tell me they are just too tired, need to spend time at home rather than attend meetings. Verbalizations of this sort were unheard of when I was young.

--I enjoyed being a 4-H leader and I would be willing to be one again or help out in any way I could.

--As an adult involved in 4-H I think it provides a great learning experience as well as giving them some way useful to spend their time.

--As a high school home economics teacher for the last seven years, teaching clothing, I can pick out the girls who have had 4-H training right away, their skills are so much better.

Respondents who had only limited involvement in 4-H expressed that their experience was not of too much value to them or felt that they had too little experience to be of much value on the survey.

--Of little value only in a year or so.

--I cannot be of great help as I was only in 4-H for one year and only 7 or 8 at the time. I remember very little except for the sewing.

--Lack of interest as shown in this information is due to the situation at the time I was a member. I was about 12-13 the year our club started. It hadn't really gotten off the ground before I was interested in high school and other things so I didn't utilize many 4-H opportunities later available to our club.

--I joined a 4-H club organized for "town girls", but it closed down after only 1 year so I was unable to become very involved. I was 12 at the time.

--I was involved in 4-H as a member only two years and was in two different clubs. I carried only one project each year and as I changed clubs, I ended up with the same project the second year. I don't feel that I had enough 4-H experience to really be helpful on this questionnaire.

--I'm sorry I couldn't be of more help, but I was in 4-H in 1968 for only 1 year. Our leader only kept it up that long. Lost interest after that, and so never continued.

--I was only in 4-H a short time as we lost our leaders, and no one to replace them.

--The two years I was enrolled in 4-H really had very little influence or benefit to me. We had poor leaders and just when I was going to participate in some projects which would have been quite useful, we lost our 4-H leaders and were unable to get new leaders so our club disbanded. Thus, I really gained very little from 4-H other than meeting new people.

--I really don't feel like I should be answering this questionnaire as I was very young when I joined 4-H and didn't really stay in long enough to get any real benefits.

--I enjoyed 4-H but its been so long I can't be to specific when answering the questions.

--Inasmuch as I was a member for only a short time and was only 8 or 9 at the time, many of these questions do not pertain to my minimal experience.

Some respondents who had not been involved with 4-H for many years experienced concern about their ability to answer the questions.

--Its been too long to remember most of it. I wasn't in that long, but I believe it is a good program.

--Some of these questions are difficult because it is hard to remember that far back.

--I'm sorry I wasn't able to answer all the questions. I have been out of 4-H for quite some time now.

--It has been quite a while since I have had anything to do with 4-H.

--It has been such a long time ago that I was in 4-H that I can't really remember all the projects I participated in. I do remember 4-H as being a very enjoyable experience.

--I might have answered these questions differently if I had answered them twenty years ago.

One respondent expressed dissappointment in their 4-H leader.

--I did not have a good 4-H leader, in my opinion. We had some interesting projects, but she gave us no help at County Fair time and was not knowledgeable in many areas when she should have been.

Several of the respondents had also been involved in the Future Farmers program.

--I was also in Future Farmers which had more influence on my career than 4-H. But 4-H was a considerable help.

--4-H was interesting and helpful. FFA did more to shape me as an adult and influence my life, though.

--From being a 4-H member, I went on to FFA for 4 years.

Other comments were as follows:

--At the time I was involved activities were very limited and the only projects available were traditional female activities exam: cooking, sewing. These had limited relevance to my future development as a person and were no help in career selection. Since I have no children I have not kept up on what 4-H has become today. I hope it is no longer such a conservative, traditional organization in regards to the role of women.

--I was in 4-H to learn to sew and cooking. Since it was a small group we were limited to anything else.

--I believe that at the time I was a member, emphasis was placed on competition. Too little time was spent stressing individual skill development and self actualization. Everyone can't be a "winner" and that is difficult for a child to understand. I hope emphasis has shifted. As an adult, I appreciate the value 4-H had for me. The overstressing of competition is hard to avoid and even now, I think my parents, leaders and the organization were to blame.

--4-H clubs do not seem to be very active in this community.

--I am presently involved in the Girl Scout program in one community. I find it very rewarding, working with young girls.

--Is this the only way you can think of to spend more money -- sending out a questionnaire? It seems that the money could better be used in some other area.

--I believe if you want information on how to improve your 4-H program you should be sending these letters to someone whom just finished a 4-H program, not someone who has been out of this program for 11 years.